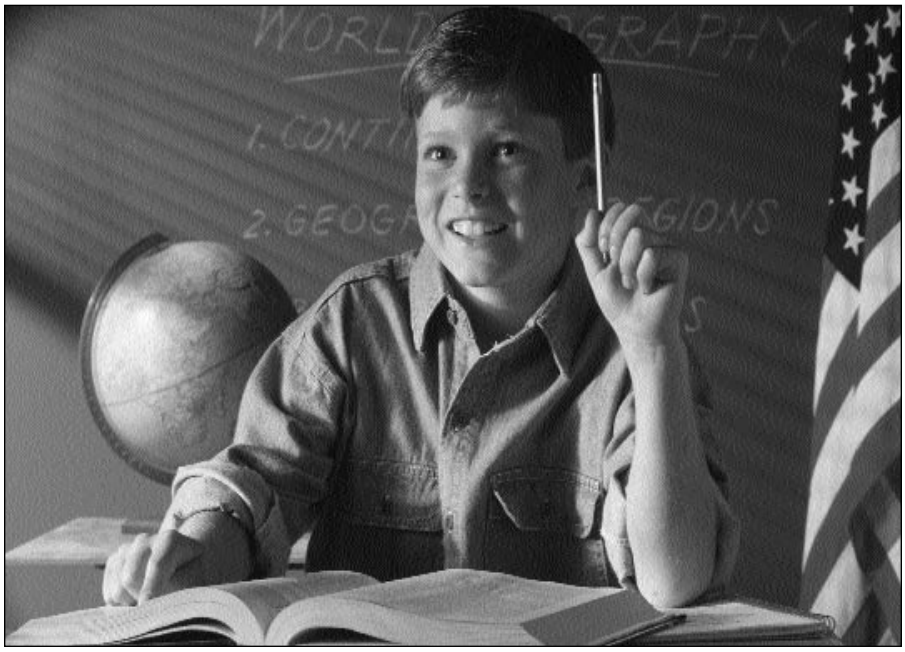
Chapter 2

UNDERSTANDING HISTORY



THE HISTORY STANDARDS 6.3, 6.4, 6.5, AND 6.6

Standard 6.3: All students will acquire historical understanding of political and diplomatic ideas, forces, and institutions throughout the history of New Jersey, the United States, and the world.

Standard 6.4: All students will acquire historical understanding of societal ideas and forces throughout the history of New Jersey, the United States, and the world.

Standard 6.5: All students will acquire historical understanding of varying cultures throughout the history of New Jersey, the United States, and the world.

Standard 6.6: All students will acquire historical understanding of economic forces, ideas, and institutions throughout the history of New Jersey, the United States, and the world.

INTRODUCTION TO THE HISTORY STANDARDS

In the context of K-12 social studies education, historical study serves at least three important functions:

- To endow students with the knowledge and skills needed to participate effectively in public affairs
- To prepare students for the world of work
- To enrich students' lives by fostering personal morale, dignity, and a commitment to others

A society without a collective memory of its past cannot make informed decisions about its future. Historical study teaches students to take a "long view" of the problems that plague our society and the world and to arrive at a more sophisticated understanding of the means by which such problems might be solved. In a democratic society, governmental efficiency depends in large part on the ability of citizens to weigh policy options against the experience of the past.

Historical study also provides students with knowledge and skills that are indispensable in the workplace. Careers such as journalism, law, politics, international affairs, and business require some level of historical knowledge. Historical thinking skills, such as the ability to use a variety of data sources to form conclusions, are also applicable to the modern workplace, where employers now seek individuals who can engage in systematic modes of thinking.

Perhaps the most important function of historical study is the enrichment of the students' understanding of the present in light of the past. History presents the compelling story of the human experience and provides students with many opportunities to identify with the struggles of past peoples. History enables students to see their place in the flow of time, their connection to the past, and their responsibility to future generations. This sense of belonging promotes personal morale, integrity, and dignity-qualities that contribute to productive work and responsible citizenship.

INTEGRATING HISTORICAL THINKING SKILLS WITH HISTORICAL KNOWLEDGE

A major goal of the social studies program—which includes civics, history, economics, and geography—is to help students to develop a knowledge base and to learn to use higher-order thinking skills in addressing social issues. In defining these higher-order skills for the study of history, the Bradley Commission Study (1989) listed what it considered to be the elements of historical thinking. More recently, Nash and others in the *National Standards for History Education* (UCLA, 1996) attempted to list the basic components of historical thinking.

This *Framework,* borrowing from these sources (and others), identifies six types of historical learning that should be part of the students' experience in learning about history. We must remember, however, that students are not in training to be historians. The study of history is part of their social studies education. It is important in and of itself, but it also has instrumental value in training students to be better citizens, regardless of the profession, trade, or business they pursue in later life. The aforementioned historical study skills, which have relevance for the elementary and secondary classrooms of New Jersey, are as follows:

1. Learning Chronological Thinking:

- Distinguishing between past, present, and future time
- Identifying the temporal structure of a historical narrative and constructing a temporal order for one's own narrative
- Measuring and calculating calendar time
- Interpreting data present in timelines and create timelines
- Reconstructing patterns of historical succession and duration
- Comparing alternative models of periodization

Students develop these abilities through direct instruction and through study of a variety of timelines (from simple linear lists to CD-ROM examples with pictures and video for each point on the timeline).

2. Developing Historical Comprehension:

- Understanding a historical context

- Identifying primary- and secondary-source materials, interpreting these sources, and assessing their credibility and relevance
- Reconstructing the context from sources
- Identifying central questions
- Differentiating between historical facts and interpretations, conjectures, theories, and educated guesses

Students develop these abilities through study, practice, simulations, and other active-involvement activities.

Note. Teachers will find it useful to develop their own simplified versions of historic documents as an introduction for students. Students should not only analyze the documents they study but also paraphrase, edit, restate, and try to improve such documents. (No, of course we cannot improve the *Gettysburg Address,* but in trying to do so we can come to appreciate it more deeply.) This kind of active involvement will take the study of history out of the passive, reception-learning phase into an active-learning environment that will bring documents alive for our students.

3. Learning to Do Historical Analysis and Interpretation:

- Comparing and contrasting differing sets of ideas
- Considering multiple perspectives of past people
- Analyzing the complexities of cause-and-effect relationships
- Drawing comparisons across eras and regions
- Identifying enduring issues
- Distinguishing historical fact from informed historical opinion and opinion from pure speculation
- Questioning historical interpretations of inevitability
- Viewing historical interpretation as tentative
- Critically evaluating major debates among historians
- Hypothesizing about the influence of the past

Students develop these abilities through practice and active experience with real-world materials.

4. Developing Historical Research Capabilities:

- Formulating historical questions
- Obtaining historical data from a variety of sources
- Interrogating historical data and identifying gaps in the historical record
- Employing quantitative analysis to explain historical phenomena
- Supporting interpretations with sound evidence

Students develop these abilities through study and experiences both in and outside of the classroom.

5. Developing the Capacity for Empathic Thinking:

- Reading and experiencing historical fiction, real-life accounts, and personal testimonies imaginatively
- Appreciating historical perspectives
- Feeling what it must have been like to live at a given time in the past or in a different society in the past or present (historicity)

Students develop these abilities through virtual reality experiences, field trips (e.g., the Old Barracks Museum trip experience), films and videotapes, and reading historical fiction biographies, real-life accounts, and personal testimonies.

6. Learning to Analyze Historical Issues and Decision-Making:

- Identifying issues and problems in history
- Collecting through research evidence of relevant items preceding events and following them
- Evaluating actions taken and policies adopted and determining what might have been effective alternative courses of action
- Formulating a position or course of action on an issue
- Evaluating actions taken by historical figures and providing a credible and convincing justification for their evaluations

Students develop these abilities through guided reading and discussion in the classroom and through research using the library media center and online resources.

HISTORICAL PERIODS AND THEMES

In addition to developing students' thinking skills, a quality history education also provides students with a solid base of content knowledge to interpret the past. The specification of course content for K-12 history education inevitably raises questions about balance and inclusion. What is the rationale for emphasizing the impact and/or accomplishments of some civilizations over others? Why are certain historical themes and issues highlighted and others excluded?

To the extent that such questions provoke constructive debate over the scope and breadth of history education, they are an important part of the standard-setting process. Future modifications to the social studies standards might well include additional content requirements that reflect the public's desire to have new instructional emphasis placed on different historical themes, events, and issues. The difficulty of achieving consensus on historical content requirements, however, does not justify exclusion of such requirements from the social studies standards. To begin a public dialogue on this important topic, the social studies standards committee adopted broad coverage requirements for world, United States, and New Jersey history. These coverage requirements are based on the historical periods specified in the *National Standards for History Education* (UCLA, 1994) and are intended to provide K-12 history teachers with a chronological outline for classes in world history and cultures, United States history, and New Jersey studies.

Students need to develop the basic literacies of social studies education: civic literacy, historical literacy, economic literacy, and geographic literacy. In other words, students must know and understand many of the basic facts, concepts, and generalizations from these fields of study. We are not turning back the clock to those days when students memorized the capitals of the 50 states, but we do feel that students should know the names and significance of great figures and the approximate dates of major events in our history. They should also know, for example, what a state or national capital is, the names of the seven continents, the difference between supply and demand, and the difference between wants and needs.

Historical Periods

Table 6 lists the five periods in United States and New Jersey history and the seven world history periods that districts should use in their development of curricula. By the end of their school experience, students should have studied all 12 of these historical time periods. *The specific selection of content within these periods is a local school district decision*. The grade placement of these studies is also a local district decision. We have provided, however, a suggested sequence of instruction (see Table 7) and a suggested delineation of important topics within each of the 12 historical periods (see Appendix A).

Table 6
The Five Periods of United States and New Jersey History and the Seven Periods of World History

United States/New Jersey History	World History
The Colonial Period (to 1763)	Prehistory (to 2000 BC)
The Revolution and Early National Period (to 1820)	The Ancient World (to 500 AD)
The Age of Civil War and Reconstruction (to 1870)	The World of Hemispheric Interactions and the "Middle Ages" (to 1400)
Industrial America and the Era of World War (to 1945)	The Age of Global Encounters (to 1700)
The Modern Age (to present)	The Age of Revolutions (to 1850)
	The Age of Imperialism and World War (to 1950)
	The Modern World (to present)

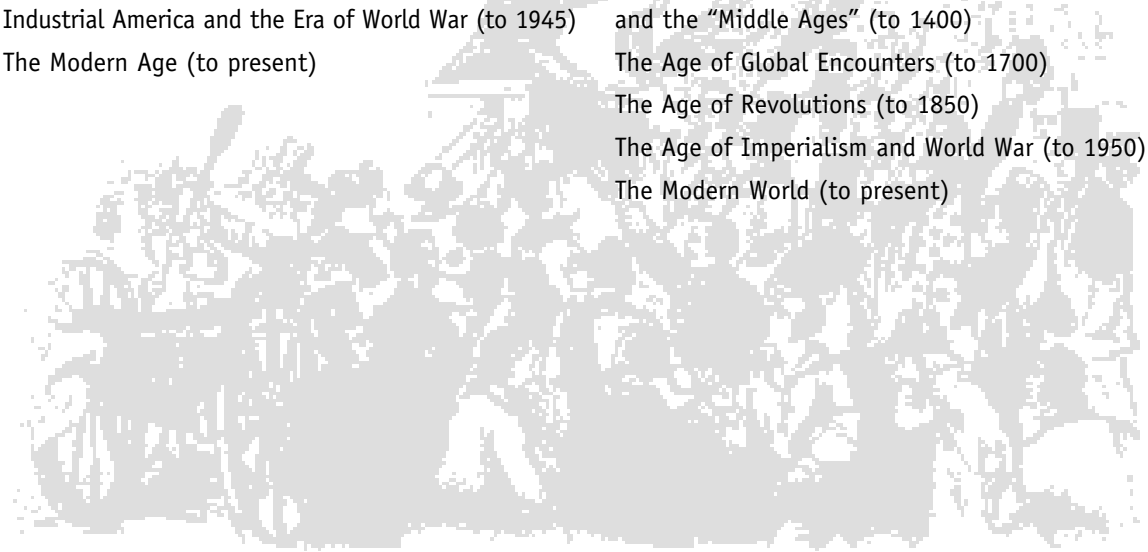


Table 7
Suggested Sequence of History Instruction

<table>
<tr><td>K-4</td><td colspan="2">The following themes (including and consistent with themes enumerated in the Standards) should be used to present materials with emphasis on people (biographies), events, and stories of the history of New Jersey, the United States, and the world.
■ Conflict and Cooperation
■ Movement and Social Change
■ Democracy and Government
■ Culture
■ Economic and Technological Change
It is suggested that these materials be drawn from any of the following time periods. This is not a coverage list.

World History
The Age of Global Encounters (1400–1700)
The Modern World (1950 to present)

United States/New Jersey History
The Colonial Period (to 1763)
The Revolution and Early National Period (1763–1820)
The Age of Civil War and Reconstruction (1820-1870)
Industrial America and the Era of World War (1870–1945)
The Modern Age (1945 to present)</td></tr>
<tr><td>5-8</td><td>World History
■ Prehistory (to 2000 BC)
■ The Ancient World (2000 BC–500 AD)
■ The World of Hemispheric Interactions and the “Middle Ages” (500–1400)
■ The Age of Global Encounters (1400–1700)
The Age of Revolutions (1700–1850)
The Age of Imperialism and World War (1850–1950)
The Modern World (1950 to present)</td><td>United States/New Jersey History
■ The Colonial Period (to 1763)
■ The Revolution and Early National Period (1763–1820)
■ The Age of Civil War and Reconstruction (1820– 1870)
Industrial America and the Era of World War (1870–1945)
The Modern Age (1945 to present)</td></tr>
<tr><td>9-12</td><td>World History
Prehistory (to 2000 BC)
The Ancient World (2000 BC–500 AD)
The World of Hemispheric Interactions and the “Middle Ages” (500–1400)
■ The Age of Global Encounters (1400–1700)
■ The Age of Revolutions (1700–1850)
■ The Age of Imperialism and World War (1850–1950)
■ The Modern World (1950 to present)</td><td>United States/New Jersey History
The Colonial Period (to 1763)
The Revolution and Early National Period (1763–1820)
The Age of Civil War and Reconstruction (1820–1870)
■ Industrial America and the Era of World War (1870–1945)
■ The Modern Age (1945 to present)</td></tr>
</table>

Note. State law 18A:35-3 requires the teaching of New Jersey civics, geography, and history at the elementary level. It does not specify a grade. State law (18A:35-1) requires two years of United States and New Jersey history in Grades 9-12.

The history section includes sets of activities for each individual cumulative progress indicator (CPI). On these CPI/activity pages, the historical period(s) highlighted in the activities are noted, along with the historical theme(s) covered. Table 8 identifies the CPIs that have sample learning activities designed for a particular historical period.

■ Emphasis

Table 8
CPIs Classified According to the Historical Period Covered by Their Sample Learning Activities

Historical Period		Social Studies Standards & CPIs				
United States/New Jersey History	**Years***	**Grade Level**	**6.3**	**6.4**	**6.5**	**6.6**
The Colonial Period	to 1763	K-4 5-8 9-12	1, 3 - 11	- 6 12	- 11 15	- - -
The Revolution and Early National Period	to 1820	K-4 5-8 9-12	1, 2, 3, 4 - 9	- - 9	- - 16	- - -
The Age of Civil War and Reconstruction	to 1870	K-4 5-8 9-12	- - 13	- - 11	- 12 -	- 8, 9, 10 -
Industrial America and the Era of World War	to 1945	K-4 5-8 9-12	- - 12	3 5, 6, 8 -	- 12 18	- 9, 10 14, 16
The Modern Age	to present	K-4 5-8 9-12	2 5, 6 10	- 6, 7 10	1 ,2 ,3, 4, 5 8, 12 17, 18	- - 12, 15
World History	**Years***	**Grade Level**	**6.3**	**6.4**	**6.5**	**6.6**
Prehistory	to 2000 BC	K-4 5-8 9-12	- 7 -	- 6 -	4 10 -	- - -
The Ancient World	to 500	K-4 5-8 9-12	- 5 -	1, 2 - -	2, 5 12 -	- - -
The World of Hemispheric Interactions and the "Middle Ages"	to 1400	K-4 5-8 9-12	- - -	- 7 -	1, 2, 5 9 -	- 6, 7 -
The Age of Global Encounters	to 1700	K-4 5-8 9-12	- 6 11, 14	- - -	1, 2, 5, 6 7 -	- - -
The Age of Revolutions	to 1850	K-4 5-8 9-12	- - -	- - 11	1, 2, 5 - -	- - 13
The Age of Imperialism and World War	to 1950	K-4 5-8 9-12	- - -	4 - 13	1, 2, 5 12 13, 14	- - 11
The Modern World	to present	K-4 5-8 9-12	- 8 -	1, 2 - -	1, 2, 3, 5 8, 12 17	- - 12

*Unless otherwise noted, the years listed are "AD" (also sometimes referred to as "CE").

Suggested Focus for Kindergarten through Grade 4. In the primary grades, teachers may draw examples of biographies, etc. from any number of historical periods. The sample learning activities offer teachers a range of instructional options. Such studies begin with home, family, and community. The value of this curriculum lies in its emphasis on young children's growing awareness of their surroundings and the various interdependencies, rules, and customs that constitute their world.

Many of the activities included in this section extend children's imagination back to the unfamiliar, yet fascinating, terrain of the distant past. Although young children are just beginning to develop concepts of time and chronology, they can differentiate present from past from distant past. Students can learn about familiar activities performed by peoples from the distant past. The goal of these activities is to awaken young children's historical imagination and to foster their appreciation of, and respect for, those who came before.

To this end, some of the sample learning activities in this section recount the stories of famous historical figures, like Christopher Columbus or Nelson Mandela. Teachers are encouraged to incorporate historical biographies, legends, and even tall tales into their lessons. Such stories make history interesting and more accessible to young children.

Suggested Focus for Grade 5 through Grade 8. As children develop a more refined sense of chronology, they can begin to appreciate the grand march of history from prehistoric times to the present age. While teachers have several instructional options at this level, they should provide students with general introductions to the histories of the world, the United States, and New Jersey. The suggested middle school sequence includes a survey of world history beginning with the early agricultural settlements of the third millennium BC through the growth of modern civilization in Europe during the 15th century. The suggested sequence also includes the study of New Jersey and United States history, from colonial settlement through the post–Civil War period.

Suggested Focus for Grade 9 through Grade 12. On the secondary level, students begin a more intensive study of history, practicing and learning to use the six cognitive skills referenced above. All students must complete a legally required two-year course in United States and New Jersey history also including African-American history (NJSA 18A:35-12). (A suggested sequence of topics for instruction in United States and New Jersey history is provided in Table 7.)

Historical Themes

Table 9 classifies each of the CPI/Activity Pages by the 23 historical themes referenced in the standards. The standards direct that students should study a "designated number" of these themes. There is no suggestion that students must have studied all of these themes. Most of them would be covered in any study of the history of any period. A few (History of Agriculture, History of Banking and International Finance, and the History of the Corporation) may be new topics for many students.

Historical Themes Particularly Relevant to Standard 6.3:

- **The History of Political Systems, with Special Attention to Democracy,** which includes various forms of government from the ancient to the modern, from authoritarian to democratic, emphasizing throughout the growth and development of democratic forms from Greece to modern America.

- **The History of Relations between Different Political Groups and Entities,** which focuses primarily on the place and relevance of factions and political parties in history.

- **The History of Warfare,** which involves the uses of warfare as an instrument of policy and an extension of diplomacy. This topic should be covered as appropriate within selected periods. It is suggested that there be consideration of strategies, famous battles (e.g., Hastings, Bunker Hill, Gettysburg), and the development of the technology of war (from the use of horses by the Hyksos against ancient Egypt to the modern uses of nuclear capability).

- **The History of Political Leadership,** which covers various forms of leadership from monarchy to democratic office, with special consideration of American Presidents.

Historical Themes Particularly Relevant to Standard 6.4:

- **The History of Social Classes and Relations,** which emphasizes the issues of class relationships—rich and poor, aristocratic and workers, capital and labor—especially as these issues appear in modern times.

- **The History of Gender Differentiation,** especially as it relates to the status of women from ancient Egypt to modern America.

- **The History of Slavery**, with special emphasis on the American experience.

- **The History of Agriculture,** emphasizing the significance for humankind of the transition from hunting to agriculture and also relating major developments in the technology of agriculture to history.

- **The History of Population Movements,** which covers major migrations of peoples from ancient times to modern America, including immigration to America during the Colonial period and since 1880.
- **The History of Cities and City Life,** which spans the centuries from the Greek polis to the great Aztec and Mayan cities to the most significant period for cities—the 20th century.

Historical Themes Particularly Relevant to Standard 6.5:

- **The History of Religion,** which covers the major religions of the world especially Buddhism, Christianity, Hinduism, Islam, and Judaism.
- **The History of Literature,** which includes the novel, poetry, and the drama of the major periods.
- **The History of the Arts,** which includes the painting, sculpture, and music of the major periods.
- **The History of Education,** which includes the development of systems of public and nonpublic education and the growth of legal doctrines surrounding the public schools.
- **The History of Law,** especially the legal traditions that contributed to the growth of American law, including Roman law and the English common law.
- **The History of Popular Culture,** which is the study of the leisure and nonoccupational activities of people of every social class and every period of history-and their cultural and social implications.
- **The History of Philosophy and Social and Political Thought**, as it has reflected, changed, and been influenced by society and government—especially those thinkers whose ideas contributed to the growth of democracy.

Historical Themes Particularly Relevant to Standard 6.6:

- **The History of Early Agriculture,** especially applicable to the early civilizations of the Nile Valley, China, and India.
- **The History of Travel and Communications,** which emphasizes the modes of transportation and communication at key turning points (e.g., horse, train, automobile, telegraph, telephone, radio, television, computer).

- **The History of Economic Regulation,** which emphasizes varying government approaches to the market concept and highlights the contrast between market and command economies in American and European history.

- **The History of Industrial Revolutions,** including significant changes in modes of production (e.g., from cottage industry to factory; from manual recording of transactions to computers).

- **The History of Banking and International Finance,** including the evolution of banks from the beginnings in the 12th century in the merchant communities of Italy to the 19th century when fully professional banking emerged. This topic continues in the period from the 1960s to the present when banking has emerged as a global enterprise in scope and technology. Includes the international financial system (World Bank, IMF, NAFTA, GATT, European Economic Community, and the euro).

- **The History of the Corporation,** beginning with medieval church organizations, through the guilds of the Middle Ages, to the modern transnationals.

Table 9

CPIs Classified According to the Historical Theme Covered by Their Sample Learning Activities

Historical Theme	Social Studies Standards & Indicators				
	Grade Level	6.3	6.4	6.5	6.6
Different Political Systems, with Special Attention to Democracy	K-4 5-8 9-12	3, 4 5 -	- - -	- - -	- - -
Relations between Different Political Groups and Entities	K-4 5-8 9-12	- 6, 7 10, 13	- - -	- - -	- - -
Warfare	K-4 5-8 9-12	2 - 9 , 11	- - -	- - -	- - 11
Political Leadership	K-4 5-8 9-12	1, 2, 3 5, 7 14	- - -	- 12 -	- -
Social Classes and Relations	K-4 5-8 9-12	- 8 12	3, 4 - 13	- 8, 11 14, 17	- - -
Gender Differentiation	K-4 5-8 9-12	- - -	1, 2 - 9, 12	- - -	- 8 -
Slavery	K-4 5-8 9-12	- - 13	- - 11	- - -	- - -
Agriculture	K-4 5-8 9-12	- - -	- 5 -	- - -	- - 16
Population Movements	K-4 5-8 9-12	- - -	3 8 10	- - -	- - -
Cities and City Life	K-4 5-8 9-12	- - -	- 7 -	- - 15	- 7, 9,10 -
Religion	K-4 5-8 9-12	- - -	- - 12	1, 3 7, 9 13	- - -
Literature	K-4 5-8 9-12	- - -	- 6 -	3 - 14	- - -
Arts	K-4 5-8 9-12	- - -	- 6 -	3, 4 - -	- - -
Education	K-4 5-8 9-12	- - -	- - -	3 - 16	- - -
Law	K-4 5-8 9-12	- - -	- - -	3 7 13	- - -

Popular Culture	K-4 5-8 9-12	- - -	- 6 -	2, 3, 4, 5 9 18	- - -
Philosophy and Social and Political Thought	K-4 5-8 9-12	- - -	- - -	3, 4 7 13	- - 13
Early Agriculture	K-4 5-8 9-12	- - -	- - -	- 10 -	- - -
Travel and Communications	K-4 5-8 9-12	- - -	- - -	6 - -	- - -
Economic Regulation	K-4 5-8 9-12	- - -	- - -	- - -	5 7 14
Industrial Revolutions	K-4 5-8 9-12	- - -	- - -	- - -	- 8, 9, 10 -
Banking and International Finance	K-4 5-8 9-12	- - -	- - -	- - -	- 6 12
The Corporation	K-4 5-8 9-12	- - -	- - -	- - -	- - 12

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Nash, Gary, & Crabtree, Charlotte (Eds.). (1996). *National history standards*. Los Angeles: University of California Los Angeles, National Center for History in the Schools.

National Council on Economic Education (John Siegfried, Chair). (1997). *The voluntary national content standards in economics*. New York: Author.

Standard 6.3
POLITICAL AND DIPLOMATIC HISTORY

All students will acquire historical understanding of political and diplomatic ideas, forces, and institutions throughout the history of New Jersey, the United States, and the world.

INTRODUCTION TO STANDARDS 6.3

Standard 6.3 requires students to understand the political and diplomatic ideas, forces, and institutions that have shaped the histories of our state, our country, and the world. Familiarity with the political and diplomatic lessons of the past enables students to better judge present and future decisions made by our political leaders and representatives. Standard 6.3 anticipates that students will acquire an understanding of political and diplomatic history through exposure to a sequence of history instruction that emphasizes a designated number of themes. Local curriculum decision-makers must determine how these themes will be integrated into the program of study for Standard 6.3. The following are brief definitions of each of the four Standard 6.3 themes:

- **The History of Political Systems, with Special Attention to Democracy,** which includes various forms of government from the ancient to the modern, from authoritarian to democratic, emphasizing throughout the growth and development of democratic forms from Greece to modern America
- **The History of Relations between Different Political Groups and Entities,** which focuses primarily on the place and relevance of factions and political parties in history
- **The History of Warfare,** which involves the uses of warfare as an instrument of policy and an extension of diplomacy. This topic should be covered as appropriate within selected periods. It is suggested that there be consideration of strategies, famous battles (e.g., Hastings, Bunker Hill, Gettysburg), and the development of the technology of war (from the use of horses by the Hyksos against ancient Egypt to the modern uses of nuclear capability).
- **The History of Political Leadership,** which covers various forms of leadership from monarchy to democratic office, with special consideration of American Presidents

The sample learning activities developed for Standard 6.3 focus on the above themes and are designed to introduce students to basic concepts of historiography: chronology, continuity and change, cause-and-effect relationships, and changing interpretations. The historical themes and historical periods highlighted by each indicator's sample learning activities (listed in Tables 5 and 6) are noted on the activity pages for the indicator.

In reviewing the following activities, readers will note that special emphasis has been placed on student use of primary and secondary historical source documents. As the branch of history most concerned with "official" records of the past (e.g., legislation, treaties, government correspondence), political and diplomatic history requires students to examine documents that shed light on how past participants and writers viewed the major political and diplomatic events and issues of their times. Included in this chapter are activities that invite students to examine original propaganda materials distributed during the Protestant Reformation, firsthand accounts of Cortez's conquest of Mexico, Reconstruction Era legislation, and the 1946 policy paper that served as the blueprint for America's Cold War policy against the former Soviet Union. We sincerely hope that teachers will make use of the bibliographic and technological resources included at the end of each activity. Additional resources in political and diplomatic history are available through colleges and universities, cultural organizations, and history education associations throughout the state. We strongly encourage history teachers to take full advantage of these learning opportunities. Sustained improvement in history education depends not only upon higher content standards for students but also upon active teacher engagement with current historical research and scholarship that bring the lessons of the past to life in the classroom.

Descriptive Statement: History is the study of the human past: society's memory of where it has been, what it values, and how decisions of the past have contributed to present conditions. History deals with chronological sequences, continuity and change, the multiple causes and effects of historical phenomena, and changing interpretations of the past. Historical inquiry enables students to evaluate evidence and analyze events, fostering informed decision-making and thoughtful reflection.

Cumulative Progress Indicators:

By the end of Grade 4, students:

1. Apply the concepts of cause, effect, and consequences to historical events.
2. Analyze varying viewpoints of individuals and groups at turning points throughout history.
3. Identify and explain how events and changes occurred in significant historical periods.
4. Explain issues, standards, and conflicts related to universal human rights.

Building upon knowledge and skills gained in the preceding grades, by the end of Grade 8, students:

5. Explain relationships between cause, effect, and consequences in order to understand significant historical events.
6. Assess positions of proponents and opponents at turning points throughout history.
7. Analyze how events and changes occurred in significant historical periods.
8. Understand issues, standards, and conflicts related to universal human rights.

Building upon knowledge and skills gained in the preceding grades, by the end of Grade 12, students:

9. Understand the complexity of historical causation.

10. Analyze how and why different historians may weigh causal factors differently, and why historical interpretations change over time.

11. Compare and contrast divergent interpretations of historical turning points, using available evidence.

12. Understand the views of people of other times and places regarding the issues they have faced.

13. Synthesize historical facts and interpretations to reach personal conclusions about significant historical events.

14. Analyze and formulate policy statements demonstrating an understanding of issues, standards, and conflicts related to universal human rights.

LIST OF LEARNING ACTIVITY TOPICS FOR STANDARD 6.4

Grades K–4

Indicator 1: *Cause, Effect, and Consequences in History—Beginnings of America*

Indicator 2: *Examining Varying Viewpoints—Government Policy* ***(Grade 4)***

Indicator 3: *Change in a Significant Historical Period—Early New Jersey*

Indicator 4: *Universal Human Rights—Early America* ***(Grades 3-4)***

Grades 5–8

Indicator 5: *Cause and Effect in History—Solon and the Evolution of Democracy in Ancient Greece*

Indicator 6: *Opposing Viewpoints in History—Political Cartoons* ***(Grades 6-8)***

Indicator 7: *Significant Historical Periods—Ancient Egypt*

Indicator 8: *Issues in Human Rights—Apartheid in South Africa* ***(Grades 7-8)***

Grades 9–12

Indicator 9: *The Complexity of Historical Causation—The War of 1812* ***(Grades 11-12)***

Indicator 10: *Historical Interpretations Differ—The Cold War*

Indicator 11: *Differing Interpretations of Historical Events—The Conquest of Mexico*

Indicator 12: *How Groups Overcome Adversity—The Harlem Renaissance*

Indicator 13: *Developing Your Own Interpretation of History—Reconstruction*

Indicator 14: *Formulating Human Rights Policies—The Renaissance*

Indicator 1: Apply the concepts of cause, effect, and consequences to historical events.

Applying the concepts of cause, effect, and consequences is a fundamental activity in historical thinking. Students will learn over the course of their education to examine events carefully and to speculate about causes, effects, and consequences. At the K-4 level, this involves mostly the consideration of individual biographies and studies of families and communities throughout history and a foundational consideration of cause and effect as events that are usually joined and from which inferences are drawn about causes.

LEARNING ACTIVITIES: Grades K–4

CAUSE, EFFECT, AND CONSEQUENCES IN HISTORY
Beginnings of America

Historical Periods: U.S./N.J. History—The Colonial Period (to 1763)

U.S./N.J. History—The Revolution and Early National Period (1763-1820)

Historical Theme: The History of Political Leadership

Overview. In the early grades, the emphasis is on the story aspects of history. Students can begin to see connections between cause and effect in simple events. They can understand that because the Separatists (Pilgrims) wanted to be free to worship God in their own way without government interference, they sailed on the *Mayflower* to found a new community in America. They can also understand that actions taken by people in history have certain consequences. The refusal by the colonists to pay taxes imposed by the mother country, England, led King George III to send the British Army to America to force payment. These basic understandings lay the groundwork for greater depth of analysis in the upper grades.

There will be many new concepts that should be introduced as early as is feasible—with simple graphics and simplified language. (See ***Teaching Note*** below.) Students at this level can begin to study how the United States government was formed. They also begin to understand the basic principles in the Declaration of Independence, the U.S. Constitution, and the Bill of Rights. In this connection, they should also learn about the first two New Jersey Constitutions: the first, or colonial, constitution, which was developed in 1776 (before the U.S. Constitution); and the second constitution, which was developed in 1844 and which embodied much of the thinking and the language of the national document.

What Are Taxes? Students read *The Story of the Declaration of Independence* (Richards, 1968) and other related books. They discuss the background of the story and begin to think about some of the basic ideas. They consider the concept of taxation and discuss when taxation is fair and when it may

not be. What experiences have they had within their families with talk about taxes? They also discuss the relationship between the ***colonies*** (new concept) and the ***mother country*** (new concept).

Local Rights Issues. Analyze with the students an event in the local community or school community for which there may have been media coverage (e.g., radio, television, newspapers). Select a specific occurrence in which equal rights for all may have been the issue. Students learn about the concept of rights and how this concept relates to their lives.

Stories about Rights. Draw upon stories, biographies, and other sources to analyze how people have continued to struggle to bring all groups in American society the liberties and equality promised in the basic documents from the founding of our country. Prepare a synopsis of the 1844 New Jersey Constitution, including a brief description with key quotations from each of the nine articles. Discuss these quotations with the class.

Further Exploration. Prepare a very simple description of the 1947 New Jersey Constitution highlighting the Bill of Rights and the suffrage provisions. Students should compare these with the United States Constitution. How do they differ? Students develop their own charts of the differences and what they may mean.

Connections. Students begin with the above activities to recognize and define problems, to formulate hypotheses, and to identify patterns (Cross-Content Workplace Readiness Standard 3, Indicators 1, 2, and 9).

Resources. The following resources provide support for the suggested activities:
Brenner, B. (1994). *If you were there in 1776*. Simon Schuster.
Dalgliesh, A. (1995). *The Fourth of July story*. Aladdin.
Fleming, C. (1998). *The hatmaker's sign*. Orchard Books.
Fritz, J. (1997). *Will you sign here, John Hancock?* Paper Star.
Quiri, P. (1998). *The Declaration of Independence*. Children's Press.
Schleifer, J. (1994). *Our Declaration of Independence*. Millbrook Press.
Tripp, V. (1992+). *The American Series: Felicity*. Pleasant Company.

The New Jersey Center for Law Related Education Activity Packet, *The New Jersey Constitution Puzzle,* includes copies of the three New Jersey Constitutions with classroom activities Copies are also available from the New Jersey State Library, New Jersey Archives Section. The current New Jersey Constitution can also be found in any edition of the *New Jersey Legislative Reference Guide,* which is available in any public library.

Teaching Note. When introducing new concepts, remember that concept building is a step-by-step process, especially in the early grades. According to Michaelis (1968), this process involves four steps: "identifying and enumerating objects or events to be classified; discriminating special features and abstracting common elements; grouping items into categories according to common characteristics, qualities, or uses; and naming or labeling such groups." Teaching strategies should be based on these considerations. Note also the relevance of Bruner's (1968) contention that any concept can be taught with some integrity at any level.

Indicator 2: Analyze varying viewpoints of individuals and groups at turning points throughout history.

Students learn that in every important political or social issue or historical event there are varying viewpoints because there are different constituencies with differing interests. In every conflict there are at least two interpretations. Students begin at this level to have some understanding of this notion.

LEARNING ACTIVITIES: Grades K–4

EXAMINING VARYING VIEWPOINTS
Government Policy

Historical Period: U.S./N.J. History—The Revolution and Early National Period (1763-1820)

U.S./N.J. History—The Modern Age (1945 to present)

Historical Theme: The History of Warfare

The History of Political Leadership

Overview. Students are beginning to study some narrative, chronological history. They can develop timelines as they learn to sequence the major and minor events in a given period. They can also begin to study varying viewpoints about, for example, the American Revolution. They learn that some colonists opposed the Crown and still others remained loyal to England. Students read stories about both patriots and Tories (loyal to the English King) and try to understand both viewpoints.

Government Policy Issues-Major and Minor. A ***government policy*** (new concept) may be a law, an executive order from the president or the governor, or an action of the mayor or city council. It may be a major policy like a change in the way we are taxed or a decision to declare war. Work with the library media specialist to decide what policy decision or other historical event the students will study. The library media specialist then obtains resources relating to that policy or event for presentation to the class. Students read a minimum of two resources (at least one primary and one secondary source) to determine the facts of the situation. They learn to infer the biases and values of the authors of these materials. Alternately, the class may focus on a minor policy issue, such as the decision to increase the basic rate for a postage stamp or to have a federally mandated speed limit on all highways. Ask the students how the decision affects what they do every day.

Class Trip to the Old Barracks Museum. The class visits the historic Old Barracks Museum in Trenton. Students observe and participate in one of the tableaus that are regularly presented there for schoolchildren. Through the vivid performances of a recruiting officer, a hospital worker, a Loyalist, and a Loyalist prisoner's wife, children see ordinary 18th century people in extraordinary circumstances. When a musket is fired, the smell and smoke evoke a battlefield. The three-sided bayonet gives a wound that will not easily heal, a straw mattress is scratchy, the blanket is torn.

Questions such as the following present themselves to the students just as they presented themselves to the colonists: Loyalty to your king or loyalty to deeper principles? What are these principles? Law and order or suspension of law and order for the securing of "rights." (In the post-visit classroom, point out that the answers lie in the U.S. Constitution and the Bill of Rights.)

Students must decide whether to be part of the Continental Army or to be Tories loyal to the English crown. Present arguments for both sides to the students in advance of their visit. When the students arrive at the Old Barracks, they actually become part of the program. At that point, they must make a decision: to remain loyal to the king or to enlist in the Continental Army. By enlisting in the Continental Army, students make a conscious decision to support the principles espoused in the Declaration of Independence. Although the Constitution had not yet been written in 1777, many of the principles it would later contain are brought to light in the crisis of revolution. From the Loyalist point of view, the security of British common law and its espousal of free speech and choice provide a safer alternative than the insecurities of the "rebel" government. Students develop a new appreciation and understanding for the future Constitution and Bill of Rights. The Declaration of Independence is referenced several times, and students are challenged to understand the implications of the document from the point of view of its time. Jefferson's comments about "foreign mercenaries," for example, take on a new light when students are asked to consider how they would like foreign soldiers occupying their homes and learn "firsthand" what it was like.

The Loyalist Viewpoint. Not everyone supported the American Revolution. Some remained loyal to the King of England. Although Loyalists were considered "traitors" by some, from the Loyalists' point of view it was the "rebels" who were engaged in treason. Discuss with students the issues surrounding the Revolution and the validity of different points of view. Discuss issues such as the following: What is loyalty? What did the colonists want?

Articles of Confederation. Probably at no time in the history of our country did the government have a more direct impact on the lives of its citizens than during the Revolution. Students compare the U.S. Constitution and the Articles of Confederation in simplest terms. For example, the Articles gave more power to each state, while the Constitution strengthened the central government. Issues such as these should be clarified as the class discovers the differences, thereby setting the stage for their study of the Constitution.

Simulated Meeting Using Parliamentary Procedure. Introduce primary students to the basic concepts of historical inquiry, such as the selection, analysis, and interpretation of historical facts. This activity invites students to explore these concepts through the use of a parliamentary discussion format. By applying parliamentary rules to a classroom discussion, students will appreciate the multiple perspectives that inform the selection, analysis, and interpretation of historical facts and events.

After introducing the concepts of selection, analysis, and interpretation, describe a problem situation that students must solve using an adapted version of *Robert's Rules of Order.* Assign individual students the following roles to play in a simulated meeting: chair, secretary, and committee members. Provide role-definition sheets for all committee members.

- The ***chair*** calls the meeting to order, serves as moderator for the discussion, and refrains from voicing his or her opinion on the issue.
- The ***secretary*** calls the roll and reads the agenda. He or she also keeps the minutes, which are a record of what is done (not what is said).
- The ***committee members*** assume different positions as indicated on their role-definition sheets.

Introduce the concept of motions. Explain that a subject is introduced by a ***main motion*** and that any member can speak on the main motion.

The activity begins with a call to order. As a process observer, advise students of role responsibilities and limitations when necessary during the discussion. After a full discussion of the issue, the chair takes a roll-call vote of the group.

Further Exploration. Students have learned that history is a narrative of "what happened." Point out that different observers produce different narratives because humans tend to see the same events differently based on personal experiences. Choose a historical event and lead students through an analysis of the event (e.g., by listing the "relevant" facts under consideration). Emphasize the concept of selectivity by asking questions such as the following: What constitutes a "relevant" fact? How does the selection of some facts over others affect the story of the event? The aim of this discussion should be to foster students' tolerance of different perspectives and their appreciation for the complicated nature of interpretation.

Connections. Link this unit to the Workplace Readiness Standards regarding critical thinking and self-management. Students are learning here to work together, to have and to advance a viewpoint while respecting the views of others. In addition to reinforcing tolerance for differing points of view, this activity also teaches students the etiquette of meetings, which is an important workplace skill. By learning the rules of structured debate and discussion students will acquire valuable workplace skills, including respect for people of differing backgrounds and opinions (Workplace Readiness Standard 4, Indicator 6) and cooperation with others (Workplace Readiness Standard 4, Indicator 2).

Resources. The following resources provide support for the suggested activities:

Bangs, E. (1996). *Yankee doodle*. Simon & Schuster.
Bodie, I. (1998). *The secret message*. Sandlapper Publications.
Devries, M. (1994). *How to run a meeting*. Plume.
League of Women Voters. (1993). *Simplified parliamentary procedures*. Minneapolis, MN: Author.
Moore, K. (1997). *If you lived in the time of the American Revolution*. Scholastic.
Penner, L. (1998). *The liberty tree*. Random House.
Rubel, P. (1993). *America's war for independence*. A concise illustrated history of the Revolutionary War. Silver Moon.
Seabrooke, B. (1991). *The Chester Town tea party*. Tidewater Publications.
Walker, S. (1998). *The 18 penny goose*. HarperCollins.

See Appendix B for Old Barracks Museum listing.

Indicator 3: Identify and explain how events and changes occurred in significant historical periods.

Twelve historical periods have been identified in the Core Curriculum Content Standards (NJDOE, 1996, p. 6-9). Table 6 of this Framework reprints this list. Students must study each of these periods by the end of Grade 12. (This listing does not preclude the local curriculum developer from considering other periodizations of history as part of the study of history.) At the elementary level, all historical periods can be referred to, but we suggest emphasizing the Age of Global Exploration. This period is seen as a background and context for the founding of our country.

LEARNING ACTIVITIES: Grades K–4

CHANGE IN A SIGNIFICANT HISTORICAL PERIOD
Early New Jersey

Historical Periods: U.S./N.J. History—The Colonial Period (to 1763)

U.S./N.J. History—The Revolution and Early National Period (1763-1820)

Historical Themes: The History of Different Political Systems, with Special Attention to Democracy

The History of Political Leadership

Overview. A ***significant historical period*** is a period in which events have occurred that changed the course of history in one or more countries. These could include a revolution, a major discovery, a program promulgated by a king or president that improved his/her country's fortunes or brought great harm. The discovery of America and the American Revolution are such events. Students learn to recognize such significant periods, chart the major events within the significant period, and explain their interrelationships and their effects.

Early New Jersey. The elementary child gradually develops an understanding of historic time and of the past. At this stage, we can provide some concrete tools to aid in this development. A study of laws and reforms—especially those regarding children—will bring abstract ideas closer to reality. Visual tools such as timelines make abstract time periods more real. For example, students study the early history of New Jersey: the Native Americans, primarily the local Lenni-Lenape tribes; early explorations to the Dutch and English settlements; and the important role of New Jersey in the Revolutionary War. Focus mostly on biographies of important persons as well as the everyday lives of individuals and families. Students become conversant with important names and facts in New Jersey history, such as the following:

- The Hackensacks was a Lenape tribe.

- Salem, the first Quaker colony, was founded in 1675.
- King Charles II of England made a land-grant of a tract extending from the Connecticut River to the Delaware Bay, which was later released (June 23, 1664) to Lord John Berkeley and Sir George Carteret.
- Early explorers of the northern part of New Jersey included Henry Hudson (Hudson River) and Giovanni deVerrazano (Verrazano Bridge).
- The first settlers who established residence in New Jersey were the Swedes. The town of Swedesboro remains.

Encourage students to learn more about how their own town or city was named. Doing so may spark a more general interest in state history.

Local History. Students investigate the background of their own community. What is the origin of its name? How long ago was the town named? The school library media specialist can help students obtain relevant resources in the school library media center. Contact the local historical society or association to invite a speaker, request a list of publications, and borrow a collection of photographs of local history. The photos can be used to stimulate discussion and written and artistic work. Local history is fascinating subject that can lead to lifetime of interest for some students.

New Jersey Place Names. Students investigate the origin of New Jersey place names, including ***Middlesex***, ***Sussex***, ***Essex***, ***Gloucester***, ***Batsto***, ***Perth Amboy***, ***Bergen***, and ***Livingston***. As they investigate these origins, students learn some of the history surrounding them. This builds a foundation for the later study of chronological history narratives. They learn that most names are taken from the following languages:

- English (e.g., Carteret)
- Dutch (e.g., Bergen)
- Swedish (e.g., Hoboken)
- Native American (e.g., Hopatcong)

Students classify New Jersey place names according to the region and county, the ethnic derivation of the name, and the origin of the town or city.

Child-Related Laws and How They Change. A democratic society is one that fosters growth and change. With knowledge and experience, we are able to move forward. Consider school rules. In ***The New England Primer***, first published in the 1680s, students were taught that "the idle fool is whipt at school." This would certainly not happen in contemporary public schools in New Jersey. Ask most students why and they will tell you, "It's the law!" Laws regarding children have evolved in other arenas as well. For example, the ***Fair Labor Standards Act of 1938*** banned children under the age of 16 from working in manufacturing jobs. Help students develop an understanding of their rights and roles in a democratic society. Encourage an understanding of the cumulative effects of political development and an appreciation for the prior efforts of others.

First, present the ***Fair Labor Standards Act*** to the class. (Alternately, choose a law that is appropriate for your students and curriculum.) Explain that before this act, many children were working in

factories to make money for their families. Begin a class discussion by asking questions such as the following: Do you think this is an important law? Why do you think this law was made? Ask students to think of some of the benefits of this act. Keep a running list of their responses. Next, encourage your students to play devil's advocate and to list any negative results to the passing of this law? Add these ideas to your chart.

Positive	Negative
Children won't be hurt on machinery.	Families lose money.
Children can have more free time.	Factory loses workers.

Ask students to review the chart and determine which side has a stronger argument—and why.

Research other laws and reforms that have been passed to protect children. As a class, create a timeline of legislation related to children. Analyze the finished product. Do you notice a time period where many laws were passed? Are there stretches of time with only a few reforms or none at all? Look for reforms that build upon previous laws. Encourage students to see reform and change as a continuous process. Students (or groups of students) choose one law and imagine it had not been passed. How might that affect the rest of the timeline? Discuss which reforms have had the greatest effect on the students' lives.

Involvement in Change. As citizens of a democratic society, students can take responsibility for change and progress. Are there additional reforms that your students think should be addressed? Students work in small groups to draft and present proposals. Which of these proposals should be given top priority? Hold a class debate to offer students a forum to argue their points. Students plan a campaign to let other classes know about their cause. They design flyers and posters to tell faculty, other students, and parents about their cause. They write appeal letters to local politicians asking them to support the proposed reform.

Comparing New Jersey Constitutions. Students compare and contrast the U.S. Constitution and the 1776, 1844, and 1947 New Jersey Constitutions. They prepare a retrieval chart comparing provisions for the branches of government and the rights of citizens in the four documents.

Further Exploration. Invite a local politician to the class to talk about how laws and reforms are passed. Prior to the visit, students create a list of interview questions. Consider the interview process. Will everyone ask questions or will a few students represent the class? How will you record the information from your guest?

Connections. Workplace Readiness Standard 2 states that students will use information, technology, and other tools. This activity gives beginning researchers a specific task and provides an opportunity for them to experiment and choose the most appropriate research tools. Language Arts Standard 3.1 and 3.3 (speak and compose text for real and varied purposes) will be met as students pursue their chosen cause. Additionally, some activities can be linked with Social Studies Standards 6.1 and 6.4, which deal with constitutional systems and social institutions including government. Starting with a discussion of classroom rules and how important they are, the students develop a constitution for the classroom. This enables a reconsideration of the U.S. and New Jersey

Constitutions. They work cooperatively (Workplace Readiness Standard 4, Indicator 2) on this project.

Resources. The following resources provide support for the suggested activities:

Alotta, Robert J. (1992). *Signposts and settlers: The history of place names in the Middle Atlantic States*. Chicago: Bonus Books. (Includes 107 pages with more than 500 place name origins for New Jersey)

Crabtree, Charlotte, & Nash, Gary. (1994). *National standards for history for Grades K-4*. University of California, Los Angeles: National Center for History in the Schools.

Haughton, Emma. *Rights in the home*.

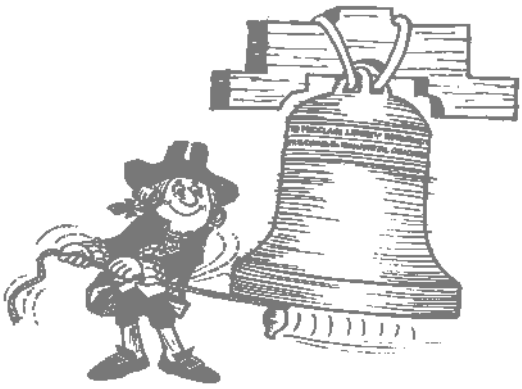
Marx, T., & Nunez, S. *And justice for all: The legal rights of young children*.

Staneck, Muriel. (1969). *How rules and laws help us*. Illinois: Benefic Press.

For copies of major historic documents, from the Magna Carta to the Dayton Accords, search on the name of the document. There are many websites.

The New Jersey Center for Law Related Education Activity Packet, *The New Jersey Constitution Puzzle,* includes copies of the three New Jersey Constitutions with classroom activities. Copies are also available from the New Jersey State Library, New Jersey Archives Section. The current New Jersey Constitution can also be found in any edition of the *New Jersey Legislative Reference Guide,* which is available in any public library.

(Some activities submitted by the New Jersey Historical Society, Newark, NJ)



Indicator 4: Explains issues, standards and conflicts related to universal human rights.

The study of human rights and related responsibilities of all citizens is important because it underlies most of the major events in U.S. history. In the early grades, students should begin to learn about rights as extensions of freedom within the context of the larger society.

LEARNING ACTIVITIES: Grades 3–4

UNIVERSAL HUMAN RIGHTS
Early America

Historical Period: U.S./N.J. History—The Revolution and Early National Period (1763-1820)

Historical Theme: The History of Different Political Systems, with Special Attention to Democracy

Overview. Students have been introduced to the concept of rights, yet further work is needed to reinforce this important idea. Each of us has rights as provided by the U.S. Constitution, which is the supreme law of the land. These rights are spelled out in the Bill of Rights, the first 10 amendments to the Constitution. These are rights to do certain things provided that we respect the rights of others. We also have responsibilities that are related to those rights. There is an important balance to be maintained here: ***Rights are related to responsibilities***.

The Concept of Rights. Discuss with students the concept of ***rights***. What does it mean to them? Do they have rights within their own families? What rights do they not have in the family context? What rights do they have in school and in the community? Develop with students a list of responsibilities corresponding to each of the rights they have at home, in school, and in the community.

Colonial Context. Explain the following points:

- King George III of England had dominion over the American colonies and levied a tax on sugar, stamps, and other essentials used by colonists.
- The colonists objected to what they considered unfair policies, including taxation and the quartering of troops in their homes.
- The colonial governments were not entirely democratic.

Out of this context came the basic philosophy of the Bill of Rights. Students develop a questionnaire for colonists soliciting their reaction to the taxes and other unfair policies of the British crown.

Charting Our Rights. Develop a retrieval chart with students listing various abuses by the British government against the colonists. Ask students to suggest remedies for each abuse:

ABUSE	**Remedy**
Search and seizure without good reason	_____
Unfair taxes	_____
Excessive restrictions on trade	_____
Lack of representation in the English Parliament	_____
Occupation army in the colonies	_____

Further Exploration. Introduce students to the Bill of Rights, and list the contents of the first eight parts on chart paper. (*Note:* Articles 9 and 10 will be too advanced for this level.) Prepare and distribute a list of the sections, and discuss them with the class. Each student writes a brief essay on one of the eight articles, speculating about a situation in which the particular right might apply.

Connections. Students write from experiences (Language Arts Literacy Standard 3.3, Indicator 2) their feelings and thoughts about the rights they have and those they do not have. They also speculate about their responsibilities to their family, school, and society.

Resources. The following resources provide support for the suggested activities:

Farish, L. (1998). *The First Amendment: Freedom of speech, religion, and the press.*
Fritz, J. (1997). *Why can't you make them behave, King George?* McCann & Geoghegan.
Gerberg, Mort. (1987). *The U.S. Constitution for everyone.* New York: Perigee Books.
Green, R. (1997). *King George III.* Franklin Watts.
Howarth, S. (1994). *Colonial people. Millbrook Press.* (also *Colonial places*)
Kalman, B. (1997). *Colonial tiimes from A-Z.* Crabtree.
Lyons, David. (1979). *Rights.* Belmont, CA: Wadsworth Publishing.
McGovern, A. (1992). *If you lived in colonial times.* Scholastic.
Stein, R. (1992). *Bill of Rights.* Children's Press.
Strohl, M. (1994). *Colonial America: Cooperative Learning Activities.* Scholastic.
Viorst, Milton. (1965). *The great documents of Western civilization.*
New York: Chilton Books.

Indicator 5: Explain relationships between cause, effect, and consequences, in order to understand significant historical events.

In the middle grades, students should look more closely at the way to explain cause-and-effect relationships as they apply to significant historical events. They also learn to consider not only immediate effects but also longer-term consequences of incidents, actions, writings, speeches, policy decisions, and so forth. They begin to recognize how prior decisions, actions, and events shape the problems and solutions of the future.

LEARNING ACTIVITIES: Grades 5–8

CAUSE AND EFFECT IN HISTORY
Solon and the Evolution of Democracy in Ancient Greece (2000 BC – 500 AD)

Historical Period: World History—The Ancient World (2000 BC–500 AD)

U.S./N.J. History—The Modern Age (1945 to present)

Historical Themes: The History of Different Political Systems, with Special Attention to Democracy

The History of Political Leadership

Overview. Students are now ready for a more in-depth look at history, having progressed beyond the interesting-stories stage. During this grade cluster, they will study the first four periods of world history, from the birth of civilization to the period of global exploration. They need to learn the importance of causation in history—that events have one or many causes and that it is not always possible to isolate a single cause of a historic event. They learn about the human participants involved in great events to determine their thoughts and their motivations. They learn that an important concern of some historians is human beings and their actions; other historians believe that certain forces in society can cause people to act in certain ways. Assessing causation is a complex process that will involve a lifetime of thought and study as students continually try to understand history.

The Origin of Democracy. Explain to students that the concepts of ***democracy*** (rule of the people) and ***citizenship*** (participation in government) originated in ancient Greece. (See **Historical Note** below for background that students need in order to understand the activities. This information is covered in most textbooks.) Students discuss their understanding of citizenship and how it works for us today. How does our idea of democracy differ from that of the ancient Greeks? Should we restrict the vote today to property owners? Students speculate on what might happen if this policy were proposed by the federal or state government today.

Solon, the Lawgiver. Solon was a reformer who addressed the problems of Greek citizens. Although Solon's reforms did not fully satisfy all special interest groups, he is celebrated as a great force of moderation during a period of political turbulence. His reforms were peacefully enacted during a time of great crisis. They serve as an important milestone in the evolution of Greek democracy and as a model for future generations of democratic leaders. Students learn about reforms: what they are and how they happen. They research the reforms we have seen in our country in recent years, such as voting rights, civil rights, workplace improvements, and use of unleaded gas.

More on Solon. Present the story of Solon in the context of a discussion on political reform. Ask students whether it is necessary for leaders to serve as disinterested stewards of change, especially in democratic societies. Prepare a list of modern reformers and reforms including, for example, the following:

Reforms:	8-hour workday, child labor laws, compulsory schooling, Civil Rights Acts, Clean Air Act
Reformers:	Ralph Nader, Martin Luther King, Cesar Chavez, Betty Friedan, William F. Buckley

Each student selects a reform or a reformer from the list, researches the topic (with the help of the library media specialist), and prepares a report for presentation to the class.

Government Reforms. Using the Congressional Web site, students research current reform initiatives in Congress, selecting one bill and tracking its progress through both houses and the executive branch. In their research, students should focus on the motivations of legislative leaders. To what extent are they acting in the public interest? What effect will their proposed reform(s) have on the nation as a whole? Students prepare a group report on the information gleaned from this investigation.

Other Project Ideas. Students develop criteria for good reforms, whether in their school or community or in the world in general. They write a research paper or prepare an oral presentation for the class.

Further Exploration. Students can engage in their own constructive program of reform, under their teacher's guidance. The class can choose one aspect of daily life that could be reformed, such as recycling classroom materials more efficiently. Students can debate the best way to solve the problem that they identify and try to put their plan into action.

Connections. The above activities help students acquire understanding of the political process. Students learn to recognize and explain multiple points of view on public issues (Standard 6.1, Indicator 7) and to analyze the functions of the executive and legislative branches of government (Standard 6.1, Indicator 8). Through studying the actions of Solon, students also can learn good leadership skills, which are indispensable in the workplace (Workplace Readiness Standard 1, Indicator 2).

Resources. The following resources provide support for the suggested activities:

Adkins, A. (1998). *A handbook to life in ancient Greece*. Oxford University Press.
Celsi, T. (1991). *Ralph Nader: The consumer revolution*. Millbrook Press.
Colman, P. (1995). *Strike: The bitter struggle of American workers from colonial times to the present*. Millbrook Press.
Collins, D. (1996). *Farmworkers' friend: The story of Cesar Chavez*. Carolrhoda.
Green, Peter. (1991). *Ancient Greece: An illustrated history*. New York: Thames & Hudson.
Haskins, J. (1995). *Freedom rides: Journey to justice*. Hyperion.
Kelso, R. (1993). *Walking for freedom: The Montgomery bus boycott*. Raintree Steck Vaugh.
Meltzer, M. (1985). *Betty Friedan: A voice for women's rights*. Viking.
Morin, I. (1994). *Women who reformed politics*. Oliver Press.
Patterson, K. (1994). *Lyddie*. Puffin. (Fiction)
Plutarch. (1960). *The rise and fall of Athens: Nine Greek lives by Plutarch* (Ian Scott-Kilvert, Trans.). New York: Penguin Books.
Riesenberg, Peter. (1992). *Citizenship in the Western tradition: From Plato to Rousseau*. Chapel Hill: University of North Carolina Press.
Stanton, G. R. (1990). *Athenian politics, c. 800–500 BC: A sourcebook*. New York: Routledge.
What was it like at the dawn of democracy: Classical Athens. (1997). Time-Life Books.

Historical Note. The concept of ***democracy*** in classical Greece emerged with the struggles of the Greek city-states to govern themselves and their neighbors. During the first quarter of the sixth century BC (c. 600–575 BC), Athens endured a great period of political turmoil. So many Athenians had lost their land, possessions, and even their freedom, to their creditors, that the masses of dispossessed were on the verge of revolting. To remedy the situation, the people called upon Solon, an aristocratic merchant who was considered to be impartial to the special interests of both debtors and creditors. Solon passed a series of reforms to ease the city's troubles: He canceled all debts; freed those men, women, and children who had been enslaved for debts; and left all confiscated properties with the creditors. Solon also repealed some of the harshest laws that had been passed by Draco, a seventh-century BC lawmaker. Athenians would no longer face the death penalty for petty thievery, and a popular court was created to hear the cases of all citizens. Solon's final reform was his most radical: He completely restructured the Athenian class system, basing it on wealth rather than blood nobility. This was revolutionary in classical Athens.

Their concept of democracy was embodied in the ***ecclesia***, or General Assembly of Citizens, which met 10 times a year and which made decisions. This truly was direct government of a kind that has not been seen since. Requirements for citizenship, however, in fifth and fourth century Athens frequently changed because of their precarious economic situation and there was a continuing need to reward persons of property and position.

Indicator 6: Assess positions of proponents and opponents at turning points throughout history.

To properly assess turning points throughout history, students must understand the manner and means by which individuals, groups, and institutions articulated their support for, or opposition to, important events and issues. The following activity on the Protestant Reformation illustrates how proponents and opponents of Martin Luther used political cartoons to communicate their positions to a largely illiterate 16th-century audience.

LEARNING ACTIVITIES: Grades 6–8

OPPOSING VIEWPOINTS IN HISTORY
Political Cartoons

Historical Periods: World History—The Age of Global Encounters (1400–1700)

U.S./N.J. History—The Modern Age (1945 to present)

Historical Theme: The History of Relations between Different Political Groups and Entities

Overview. A deeper understanding of historical events leads to an appreciation of the fact that there are always two or more interpretations of the same event. Different observers and/or analysts, viewing the same events, will have differing viewpoints based on their own prejudices and predilections. There is no clearer exemplar of this than the political cartoon. Such cartoons appear every day in every newspaper in the world. Students can learn a lot about interpretations of history by studying the daily cartoons that are, of course, interpretations of current events in the political arena from both the left and the right sides of the aisle.

Political Cartoons. Political cartoons have been defined as the work of thinking men and women applying humor in the form of caricature to current personages of prominence. Such art works have been powerful tools for shaping public opinion for 500 years. Human follies and weaknesses can be humorously and irreverently displayed before a public in images that are hard to erase from the popular imagination. While cartooning and satire certainly existed before the art of printing, it was the combination of printing technology and social upheaval during the era of the Protestant Reformation that led to the widespread use of the political cartoon in Europe. (See the *Historical Note* below for further background.)

Prepare a handout of relatively simple political cartoons from daily newspapers and magazines. These should be easy to interpret. Include with each cartoon a brief review of the background information for the class to digest. Then discuss with the class their interpretations of the meaning of each cartoon.

Reading Cartoons. Use political cartoons (Figures 1 and 2) in the classroom in connection with the study of the Reformation by drawing on both historical and contemporary resources. Students (and teachers) should not be concerned that they cannot read the Latin and German inscriptions; these cartoons were effective in the 16th century because pictures communicated directly with an audience that, for the most part, could not read the texts. Using the two cartoons presented in this section, students decipher the meaning and the nature of the criticism by reading about the period. Provide appropriate readings. Encourage students to concentrate on "reading" the meaning of the images. Allow each student to choose one of the Reformation-era cartoons and to list the pictorial devices that communicate its message to the audience.

Figure 1. An example of sixteenth century anti-Catholic political cartoon showing the Pope and members of the church in an unflattering way. *(Source: Princeton University Library Archives, by permission).*

Contemporary Subjects. Each student finds a recent political cartoon in any daily newspaper and mounts the cartoon on a piece of paper with a brief caption. The caption should explain the background of the picture and the viewpoint being expressed. After listing the ways that the artist communicates his or her message using pictures and words, the student then prepares a one- or two-paragraph summary of the cartoon's message.

More Examples. Use any of the titles in the Highsmith series (800-558-3899) for more activities on decoding the meaning of political cartoons. Students examine the cartoons individually and uncover the meaning by doing background reading. See especially the eight-poster set of cartoons, *U.S. History in Cartoons, 1939–1945,* and a book of lessons specifically teaching interpretation of cartoons, *The Way Editorial Cartoons Work.*

Further Exploration. For a more hands-on activity, students can develop a concept for a political cartoon and attempt to draw their own cartoon (although this may not be easy for some). Another approach would be to emphasize the importance of understanding both sides of a problem. For example, show students cartoons that depict one side of an issue, and ask students to conceptualize or draw cartoons that take the opposite position. In the library media center, the library media specialist can instruct the students in how to find political cartoons that relate to current topics. The students can then compare them to the Reformation cartoons they have studied in this set of activities.

Connections. These activities illustrate how technological advancement throughout history has changed the nature and scope of public participation in civic life. Highlight the relationship between technology and public information by having students compare the impact of printing press on 16th-

Figure 2. A sixteenth century anti-Lutheran cartoon depicting Martin Luther as a seven-headed man. Students should examine source materials to determine the issues which led to this caricature. *(Source: Princeton University Library Archives, by permission)*.

century society (read McLuhan's Gutenberg Galaxy) with that of television or the Internet on contemporary society (Workplace Readiness Standard 2).

Resources. The following resources provide support for the suggested activities:

Brooks, C. (1998). *Best editorial cartoons of the year: 1998.* Pelican.

Eisenstein, Elizabeth. (1993). *The printing revolution in early modern Europe*. New York: Cambridge University Press.

Hess, S. (1996). *Drawn and quartered: The history of American political cartoons.* Elliott & Clark.

Kunzle, David. (1973). *The early comic strip: Narrative strips and picture stories in the European broad sheets from c. 1450 to 1825.* Berkeley: University of California Press.

Schruner, D. (1997). *Editorial cartoons by kids,* 1997. Knowledge Unlimited.

Scribner, R. W. (1994). *For the sake of simple folk: Popular propaganda for the German Reformation.* New York: Clarendon Press. (This book includes many illustrations of Reformation cartoons.)

Political Cartoons is a monthly journal that includes a compilation of the best current examples of political cartoons. There are also many books on and by major names—from Nast to Herblock to Stamaty—available in bookstores and libraries.

Historical Note. Printed pamphlets and ***broadsides*** (large sheets printed on one side) were used by Martin Luther and his followers to denounce the Catholic Church before a large audience. Protestant cartoons depicted Catholic leaders as cunning wolves, entrapping the unwary masses (shown as geese in Figure 1); and the pope was represented as a savage lion and his cronies as quarrelsome dogs and unclean goats and pigs (Figure 2). Luther's opponents, in turn, used cartoons to portray Luther as a seven-headed monster of contradictions (Figure 3) and as an untrustworthy, overweight drunkard (Figure 4). The combination of texts and images created cartoons that could communicate the Protestant or the Catholic message to both the educated minority and the illiterate majority.

Indicator 7: Analyze how events and changes occurred in significant historical periods.

Twelve broad historical periods are listed for study in the Standards. But students need to learn the meaning of "significant historical period." As they grow in their knowledge of history, students come to understand why these periods were designated. They study the major events and turning points in history as they progress through the grades. In the middle grades, students must acquire a basic understanding of the major events and issues that occurred during the first four periods of world history as well as the first three periods of United States and New Jersey history. They must begin to develop the ability to determine for themselves what is and is not a significant turning point.

LEARNING ACTIVITIES: Grades 5–8

SIGNIFICANT HISTORICAL PERIODS
Ancient Egypt

Historical Period: World History—Prehistory (to 2000 BC)

Historical Themes: The History of Relations between Different Political Groups and Entities

The History of Political Leadership

Overview. Students continue the study of chronological history by developing and using timelines, studying the sequence of events leading up to and following a major event, and learning how to assess the consequences of those major events. They learn that, in most cases, an event with far-reaching consequences will have been identified by historians as such. They learn the accepted interpretations of major events they will study and begin to develop the ability to evaluate the consensus view on some of those major events.

The Pharaohs of Ancient Egypt. During the Bronze Age, people lived in agricultural communities or depended on hunting or grazing for their sources of food. Geography had a major impact on these people because the resources in river valleys, deserts, and semiarid steppe climates were limited. Areas with natural geographic barriers were frequently the victims of floods, and areas without barriers were the scenes of military invasions. A major problem for political rulers was managing adequate food supplies as they faced the challenges of population migrations into their city-states and villages. Students develop a timeline for the first of the three periods of Egyptian history. Use pictures from your magazine picture file or from the Internet to highlight the points on the timelines. Students may also use pictures for this purpose.

Social context. Use the textbook or prepare photocopies of readings from magazines such as *Archaeology, Discover,* or *Ancient History*. (There are many other relevant magazines available in today's large bookstores.) Students read to understand that this early period of civilization has had a significant impact on the development of their own civilization. The social and political organization of society, the inventions and technological applications, militarized warfare, religion, trade, and diplomacy all became part of the complex development of civilization. An important element has been the ability of organized government to attempt to solve the social and environmental challenges that occurred. The importance of strong political leadership, the interaction between agrarian and pastoral societies, and their mutual dependence on each other are critical themes for students to investigate and analyze. Prepare criteria for students to use in their analysis of the comparative development of political authority and leadership in the Old, Middle, and New Kingdoms of Egyptian history. The criteria should be broad, intuitive, and easy to understand.

Egyptian Civilization. In conjunction with the library media specialist, select and prepare materials on Egyptian life and history for the class. There are also materials on the Internet (see the Resources section for the address of one Web site). The study of the early civilization of Egypt is an opportunity to see how the forces described above developed and shaped a civilization that has endured until the present day. The evolution of political leadership—from villages to cities, to city-states, to kingdoms, and finally to an empire—provides students with a model that can be applied to China, India, and the Aegean. The political and religious authority of the pharaoh to control people's lives as well as their land and water was significant. People paid taxes and the pharaohs used these resources for irrigation systems, building projects, military protection, and their own security. The ingenuity of the Egyptians to overthrow the Hyksos invaders, administer government efficiently, establish a code of justice, and develop trade with other civilizations can be contrasted with the self-interest, civil wars, economic inequalities, and foreign invasions associated with other periods of Egyptian history.

Timeline. Students develop a timeline for the civilization of Egypt working from a reference such as *The Timetables of History* (Grun, 1991). The timeline should extend from 3100 BC to 1070 BC. As they develop the timelines, students fill in the names of the pharaohs and the major developments in the narrative of Egyptian life.

In examining the development of Egyptian civilization, students should identify the contributions of the pharaohs in areas such as law, taxation, trade, and military stability. Students can develop a spreadsheet or database comparing the accomplishments of Egyptian pharaohs such as Menes, Queen Hatshepsut, Thutmose III, Amenhotep IV (Akhenaton), and Rameses II. In lower grades, students can visit a museum of Egyptian artifacts (e.g., the American Museum of Natural History in New York City; also, the Temple of Dendur at the Metropolitan Museum of Art) to observe the wealth and technology of this civilization. Emphasize the importance of a stable political authority in providing the resources for this wealth.

Further Exploration. Advanced students may explore the rich literature of Ancient Egypt. Through reading "The Inscription of Amenemhat" or selections from *The Book of the Dead* and *The Tale of Sinuhe*, students can acquire understanding of Egyptian mythology and religion.

Connections. This topic can be connected to diplomatic objectives of Standard 6.3 through the teaching of the Egyptian invasions of the Kush, Sudan, Syria, and Palestine. By using spreadsheets and databases to organize information on Egyptian civilization, students can improve their computer skills (Workplace Readiness Standard 2, Indicators 6, 7, and 8).

Resources. The following resources provide support for the suggested activities:

Berger, M. (1997). *Baboons waited on tables in Ancient Egypt: Weird facts about ancient civilizations*. Scholastic.

Green, R. (1996). *Tales of ancient Egypt*. Puffin (Fiction)

Grun, Bernard. (1975). *The timetables of history*. New York: Simon & Schuster. (This is a horizontal linkage of people and events throughout history.)

Hanscom, James, et al. (1967). *Voices of the past: Readings in ancient history*. New York: MacMillan.

Hart, G. (1990). *Eyewitness: Ancient Egypt*. Knopf.

McNeill, S. (1997). *Ancient Egyptian people*. Millbrook Press. (Also Ancient Egyptian places.)

Nicholson, R. (1994). *Ancient Egypt*. Children's Press.

Pemburton, D. (1999). *Ancient Egypt: The collected letters and mementos of an ancient Egyptian child*. Smithmark.

Silverman, David P. (Ed.). (1997). *Searching for ancient Egypt* (Dallas Museum of Art and the University of Pennsylvania Museum). Ithaca, NY: Cornell University Press. (A very good and very beautiful art book that covers the major periods of Egyptian history and art)

Wessynger, R. (1997). *Ancient Egypt: Background information, activities, projects, literature links and posters*. Scholastic.

Students can access information on Egyptian civilization on the Internet at the following Web site: http://www.memst.edu/egypt/egypt.html

The following museums are excellent resources:

American Museum of Natural History [For educational appointments, call (212) 769-5200.]

Metropolitan Museum of Art. [For a field trip to observe the Egyptian wing of the museum, call (212) 288-7733.]

The University Museum of the University of Pennsylvania in Philadelphia

Indicator 8: Understand issues, standards, and conflicts related to universal human rights.

An examination of the struggle against apartheid in South Africa provides students with an understanding of the issues, standards, and conflicts related to universal human rights. Students will learn that throughout history people have had to struggle against unjust systems and laws that restrict basic human rights.

LEARNING ACTIVITIES: Grades 7–8

ISSUES IN HUMAN RIGHTS
Apartheid in South Africa

Historical Period: World History—The Modern World (1950 to present)

Historical Themes: The History of Social Classes and Relations

Overview. Human rights is a key concept in social studies education under the New Jersey Core Curriculum Content Standards. Students learn that universal human rights are those rights that all people should have by virtue of being human and that throughout history these rights are a goal that we are all moving towards. The study of human rights in American history begins with the rights conferred on Americans by the U.S. Constitution. They also learn about the United Nations ***Universal Declaration of Human Rights*** and other such statements. Students learn that there are many places in history and in the modern world in which the government did not or does not recognize such rights. However, the struggle to achieve those rights everywhere is a struggle that we as Americans should always support.

Apartheid in South Africa. Students read about and discuss in class the struggles fought by oppressed peoples around the world to secure basic human rights. (The library media specialist can help students locate print-based and online references.) These struggles have at times involved unjust governments and at other times have involved unfair systems within otherwise just governments. Through studying the history of apartheid in South Africa, students examine an unjust government and system. They also understand the forces that created such a system and caused discriminatory policies, as well as the leadership and sacrifices of great people such as Nelson Mandela, which led to political and social justice for the Black African majority.

Library Research. Using library media center materials and resources, students examine other struggles for human rights during the modern age. Draw a comparison between the "separate but equal" policies predominant in American society during the first half of the 20th century and the rule of apartheid in South Africa. In what sense were these policies similar? In what sense were the efforts of Nelson Mandela and the ANC [see *Historical Note*] similar to those of Dr. Martin Luther King, Jr., and the Southern Christian Leadership Conference? How did they differ?

Apartheid Laws. Research the apartheid laws that were in place in South Africa before they were rescinded. Prepare a shortened form focusing on the highlights. Discuss the specific provisions of the laws regarding residence, employment, marriage, education, and lack of freedom of movement. Students review the apartheid laws and determine how they abrogated the rights and freedoms that we take for granted here in the United States.

Apartheid in Fiction and Films. Students read some of the fiction describing life in the apartheid system. The writings of Athol Fugard, Brytold Breitenbach, and Nadine Gordimer would be very useful in conveying to students the reality of apartheid and the suffering it caused. Students may also view the many fine films that have been made about this period, including *Cry Freedom, Gandhi,* and *The Wilby Conspiracy,* an early film from the 1970s that realistically depicts the horrors of apartheid.

Illustrating Human Rights. Students prepare a bulletin board comparing the two systems of subjugation (apartheid and Jim Crow) in terms of rights granted and rights denied. Alternatively, students create a set of posters depicting the United Nations ***Declaration of the Rights of Children*** or ***Universal Declaration of Human Rights***. In small groups, students research and summarize these documents.

Amnesty International. Students contact Amnesty International to obtain one of their recent reports on human rights around the world. Students develop their own charts of the rights status of major countries (e.g., China, Chile, Russia) and draw conclusions from these reports. What recommendations would they have for countries, such as China, that have significant shortcomings in regard to the rights of their people?

Further Exploration. Ask students to maintain a portfolio of current struggles for universal rights by people around the world. These portfolios could be supplemented by materials obtained through human rights organizations such as Amnesty International and Human Rights Watch.

Connections. The above activity can be applied to Workplace Readiness Standard 3 (critical thinking) by engaging students in an analysis and comparison of two struggles for racial equality. Students may trace the evolution of Jim Crow and apartheid through a comparative analysis of speeches, journals and writings of prominent proponents and opponents of these policies throughout the 20th century.

Resources. The following resources provide support for the suggested activities:

Bastian, M. (1999). *Great ideas for teaching about Africa*. Lynne Rienner.
Griffiths, I. (1989). *The crisis in South Africa*. Rourke.
Mandela, Nelson. (1995). *Long walk to freedom*. Boston: Little, Brown.
McKee, T. (1998). *No more strangers now*. DK Ink.
Meyer, C. (1986). *Voices of South Africa: Growing up in a troubled land*. Harbourt Brace.
Naidoo, B. (1998). *Journey to Jo'burg*. HarperCollins. (Fiction)
Otfinski, Steven. (1992). *Nelson Mandela: The fight against apartheid*. Millbrook Press.
Pasco, Elaine. (1992). *South Africa: Troubled land*. Watts.
Smith, C. (1993). *Conflict in southern Africa*. New Discovery.

Access this topic on the Internet at:
http://www.Projects/Apartheid/apartheid.html (The Apartheid Homepage)
http://www.anc.org.za /people/hmpage.html (The Mandela Page)
http://www.anc.org.za/index.html (ANC Homepage)
http://www.sapolitics.co.za/history.html (South African political history)

or search on <Apartheid>

Historical Note. The Republic of South Africa has long been an area of racial conflict. In the 1940s, the Nationalist Party, largely controlled by Dutch farmers, gained political power. Shortly thereafter, a strict policy of racial segregation, known as ***apartheid***, was instituted. Apartheid denied non-Whites, specifically Black South Africans who comprised over 75% of the population, the right to vote and placed restrictions on their occupational choices, income, and living space. These restrictive laws led to major political protest, including the organization of a Black nationalist group known as the African National Congress (ANC) and international trade sanctions against the South African government. As international pressure mounted, the White minority government in South Africa began to slowly loosen the bonds of apartheid. In the early 1990s, the ANC was legalized and Black South Africans were granted a new constitution that promised certain freedoms they had lacked for so long. Finally, in 1994, the first multiracial election was held. Nelson Mandela, the ANC leader who had been imprisoned for almost 30 years for his anti-apartheid activities, was elected President of South Africa.

Indicator 9: Understand the complexity of historical causation.

All historical occurrences, incidents, and decisions are the result of one or more causes. A ***cause*** is that which makes something else happen. As a result of whatever happens, there is an ***effect***, or result. Students have begun the study of causality in history in previous indicators. They learn now that there are usually many causes and many effects and that it is the essence of the study of history to attempt to determine how these causes were interrelated and what effects they produced.

LEARNING ACTIVITIES: Grades 11–12

THE COMPLEXITY OF HISTORICAL CAUSATION
The War of 1812 and The Civil War

Historical Period: U.S./N.J. History—The Revolution and Early National Period (1763-1820)

Historical Theme: The History of Warfare

Overview. Interpretation of the meaning and significance of historical events requires an analysis of the events or actions that preceded the occurrence of the event and of the effects that followed the event. Was it a single cause or multiple causes? How are the causes related to each other? Are there economic, military, diplomatic, political, or social aspects? How much weight do we assign to each cause and why? Because historical causation is the high point of historical thinking and understanding, students need experience studying this complex topic.

War of 1812 Timeline. In conjunction with the library media specialist, provide assistance to the students in locating primary and secondary sources regarding the War of 1812. Using these sources as well as the standard textbook account, students examine the events leading up to the war. (See *Historical Note* below.) On a wide bulletin board, the class develops a detailed chronology of the events leading up to the War of 1812. This knowledge is essential in any attempt to explain the event. The students clearly label each point on the timeline and illustrate it by a drawing or a picture cut out from a magazine or newspaper. (The picture need not be taken from an actual wartime event.) Encourage student creativity in interpreting the pictures or designing original artwork.

Causes of the War of 1812. Students review some primary-source materials on this period in history and read several historical accounts. They evaluate the reasons why the United States went to war in 1812 and discuss whether diplomacy could have produced a different outcome. In preparation for a classroom simulation, distribute to the class a description of the setting and background of the simulation. Prepare role cards based on actual characters—Congressmen from the South, Mid-Atlantic, the West, and New England. Students role-play these individuals and determine if the real issue was territorial expansion, maritime issues, Native Americans, or human rights. Members of the audience (the class) interrupt the players (as in a psychodrama) to make points, voice criticisms, and

even offer to play additional characters. After the simulation, the entire class evaluates the simulation and discusses the key issues.

More on Causes. Students also determine whether the declaration of war should have been against France instead of England. They discuss the effectiveness of the diplomatic efforts of the United States in the Embargo Act, Macon's Bill No. 2, and the Nonintercourse Act.

Further Exploration. The War of 1812 had a significant impact on New Jersey. Sea Captain James Lawrence made significant naval contributions, and Governor Ogden and the State Assembly addressed security issues along the New Jersey coast. Students research New Jersey's involvement in the war effort. In a related simulation-type activity, students assume the role of New Jersey citizens in 1812 and write letters to their representatives explaining various ways that American interests were being affected by the war between England and France and propose solutions.

Connections. By formulating their own synthesis of the events after an analysis of primary-source materials, students are then ready to analyze different historical interpretations of the issues dividing the Congress on the declaration of war. They will learn to more effectively identify and evaluate the validity of alternative solutions (Workplace Readiness Standard 1.3, Indicator 11).

The Civil War. Students' understanding of American history is greatly enhanced by studying and understanding the factors which have shaped the evolution of America's armed forces and the causes and effects of the major wars. Born in conflict, the United States is a nation with a long and distinguished military heritage stretching from the colonial period until the present. New Jersey historian Robert Leckie wrote that Americans "won their independence in the crucible of combat." In the context of a unit on the Civil War and Reconstruction period, students study the background and strategy of a major battle such as Gettysburg. The souvenir guide from the Gettysburg National Military Park provides a complete background discussion with more than 20 battlefield maps.

The Trial of Gen. Robert E. Lee. Students analyze Gen. Lee's decision to order Pickett's charge. Historian George R. Stewart wrote, "If we grant...that the Civil War furnished the great dramatic episode of the history of the United States, and that Gettysburg provides the climax of that war, then...the central moment of our history must be Pickett's charge." Students learn that the preservation of our country on this day was assured. Students research the decision to charge by accessing the many primary and secondary sources available. They study maps of battle formations, and discuss and review strategy options that were available to both the Confederate Army and the Union Army. They develop fact-based positions for the major Confederate participants in the battle. They conduct a simulated trial in class with a jury of 12 students, a prosecutor, a defense counsel, and a judge. They decide whether the General was guilty of lack of judgment and should have been relieved of his command.

Students issue their own individual written decisions on the Civil War Battle of Gettysburg and the wisdom of ordering Pickett's Charge. They support their decisions with references to specific testimony or evidence presented either during the simulated trial or from their own research. ***(This Civil War activity was prepared by Mr. Ronald Foreso, Parsippany High School, New Jersey Teacher of the Year, 1998-1999.)***

The War of 1812 Resources. The following resources provide support for the suggested activities:

Bailey, Thomas A. (1980). *A diplomatic history of the American people*.
Horsman, Reginald. (1962). *The causes of the War of 1812*.
Rutland, R. A. (1975). *Madison's alternatives: The Jeffersonian Republicans and the coming of war, 1805-1812*.
Stagg, J.C.A. (1983). *Mr. Madison's war: Politics, diplomacy, and warfare in the early American republic*, 1783-1830.

The Civil War Resources. The following resources provide support for the suggested activities:

Coddington, Edwin B. 1968. *The Gettysburg campaign: a study in command*. New York: Scribner.
McPherson, James. 1988. *Battle cry of freedom*. New York: Oxford University Press.
Savage, Douglas. 1993. *The court martial of Robert E. Lee*. Combined Books, Inc.
Stewart, George R. 1959. *Pickett's charge*. Boston: Houghton Mifflin Co.
Shaara, Michael. 1975. *The killer angels*. Ballantine Books.
Gross, James A. and Andre Collins. 1971. *Gettysburg: The souvenir guide to the national military park*. Contains 20 battle maps and 50 illustrations and a 72 page account of the battle.

There are numerous documentary editions of American history with source documents. See, for example, the catalog of recent publications at *www.Greenwood.com*.

Historical Note. Multiple interests favored U.S. military action, although other diplomatic options were available to President Madison and Congress at the time. The Napoleonic Wars of the early 19th century created a climate unfavorable to U.S. trade interests abroad. Conflict between Great Britain and France resulted in naval blockades and severe trade restrictions that closed valuable markets to New England merchants and Southern cotton exporters. Moreover, U.S. trading vessels were frequently commandeered by the British Navy on the high seas. In such cases, ***impressment***, or forced military service, was often imposed on American sailors. At home, in northwestern states such as Ohio, our citizens faced the constant threat of attacks from Native American tribes armed by British garrisons located in nearby Canada. As a result of these tensions, the political leadership in the Congress became influenced by the "War Hawks," a faction of legislators who favored territorial expansion into Canada. The decision to declare war on Great Britain took 35 ballots to decide. When analyzing the events leading up to the War of 1812, students should evaluate the wisdom of Washington's advice of maintaining neutrality—a policy that would dominate American foreign policy for most of the 19th century.

Indicator 10: Analyze how and why different historians may weigh casual factors differently, and why historical interpretations change over time.

Students learn that history is not what happened, but someone's version of what happened—which is part observation, part perception, and part interpretation with some ideology in the mix. As someone said, "After the war, the history is written by the winner."

LEARNING ACTIVITIES: Grades 9–12

HISTORICAL INTERPRETATIONS DIFFER
The Cold War

Historical Period: U.S./N.J. History—The Modern Age (1945 to present)

World History—The Modern World (1950 to present)

Historical Theme: The History of Relations between Different Political Groups and Entities

Overview. Students have learned that interpretations of historical events can vary among historians. There are mainstream versions accepted by most historians as part of the "master narrative" of history. Our interpretation of the past changes as we learn more about it. New information from sources such as the Freedom of Information Act and the Russian opening of KGB files can cause historians to reevaluate the facts and to question and revise prior interpretations of significant historical events and issues.

Perceptions of the Enemy. Students read the standard textbook account of U.S.-Soviet relations during World War II and learn about the conflict called the *Cold War*. (See the *Historical Note*.) Prepare copies of materials providing differing interpretations of the conflict. Tell the class that there are now three schools of thought on the Cold War: (1) traditional, or anti-Soviet view; (2) moral equivalency view which holds that both superpowers, US and USSR were equally culpable; and, (3) the new revisionsist view which, based on recently discovered Soviet documents, holds the Cold War was initiated and carried forward by the Soviet Union through ideologically-based totalitarian control at home and in the captive nations of Eastern Europe, and was extended, wherever possible, to potential socialist revolutionary forces throughout the world. Prepare readings for students from each of these schools of thought. See the **Resources** list at the end of this section for suggestions. Form three committees, one for each interpretive school. Have these groups prepare presentations to the full class. The class can then ask clarifying questions and evaluate the answers of each committee.

Expansionism, Imperialism. Working with the library media specialist, prepare reading materials to help students learn about the concepts of ***expansionism*** and ***imperialism***. Why do countries seek

to expand their domain? What is "nationalism"? How do these concepts relate to the Cold War and to the position of the Soviet Union in Eastern Europe. Prepare copies of the 1947 ***Foreign Affairs*** article entitled "Sources of Soviet Conduct" by former US Ambassador to Russia George Kennan in which he warned that the Soviets' "imperialistic and expansive tendencies" posed a threat to the free world. He argued that the United States had no choice but to exert pressure to weaken the Soviet Union and its Communist proxies wherever and whenever possible. Kennan advised the United States to counter and contain the Soviet threat to the "free institutions of the Western world…by the…application of counter-force at a series of constantly shifting geographical and political points, corresponding to the shifts and maneuvers of Soviet policy." Prepare a synopsis of this article for the students.

The American Response. Students research how the United States responded to the perceived Russian threat. Ask the class to evaluate the tone of Kennan's article in the context of that time when a Cold War between two superpowers with divergent ideologies (Soviet-backed communism and American-sponsored capitalism) was about to become official policy in both countries. With the help of the library media specialist, students research the topics of the Cold War, the Free World, and Communism.

Newer interpretations. Recent revelations based on secret Soviet documents now available to historians tend to support the traditionalist view of the Cold War. These documents seem to indicate that the Cold War was initiated and maintained by the Soviet Union. Recent books by Gaddis, Weinstein and others, argue this view. Prepare selections from these volumes for students to read and abstract. Students use the skills of Language Arts Literacy Standard 3.4, especially Indicator 3 (reading to discover the writer's purpose), Indicator 11 (detecting the author's bias), and Indicator 19 (recognizing propaganda and bias in writing). Students should be encouraged to find their own sources (especially Internet) in the library and to decide for themselves how they see the situation.

Examining Opposing Views. The text series *Taking Sides* (Dushkin Publishing, Sluice Dock, CT 06437) has in print at least 20 titles. Among these collections of pro and con essays on major issues is a two-volume set on American history (1991). Students read the pro and con essays on a variety of topics and discuss the issues based on what they have read. There are selections on Reconstruction, populism, immigration, and many other important topics. Students select their own topics, collect pro and con articles, and summarize the views. Finally, they draw their own conclusions, which they must support with evidence based on own research.

Further Exploration. Obtain videotapes of films produced by the U.S. government and by Hollywood during World War II—when the Soviet Union and the United States were allied against Nazi Germany—to be compared with films produced during the early years of the Cold War. Ask students to compare the depictions of Russians before and during the Cold War. During the war, *The North Star*, a Hollywood film, depicted a heroic Russian army fighting the Germans. After the war, *The Iron Curtain* depicted a paranoid Russian government spying on the Canadian Embassy in Montreal (based on a true incident). In the 1960s, Russia was depicted as a forbidding totalitarian country in spy films such as *The Ipcress File, The Billion Dollar Brain, Gorky Park,* and various James Bond films. The teacher should preview all of these films before recommending viewing to students to determine their suitability. If approved, students can view these films at home or in class and study the back-

ground by relating the films to what was happening for the particular years the films were produced. The recent CNN series, The Cold War, is available to schools with a study guide. Students should view all or part of this series and should also be provided with copies of various reviews of the series. Ask students to classify and evaluate the interpretations they see in this series.

Connections. This activity requires developing the Workplace Readiness skills referenced in Standards 2 and 3 (e.g., using technology to access and collect information, defining a problem and clarifying decisions to be made, and evaluating the effectiveness of various solutions).

Resources. The following resources provide support for the suggested activities:

Weinstein, Allen and Vassiliev, Alexander. 1999. *The haunted wood: soviet espionage in America—the stalin era*. New York: Random House.

Kennan, George. (1947, July). "Sources of Soviet conduct." *Foreign Affairs* 25, 566-582.
(1987, Spring). "Containment: 40 years later." *Foreign Affairs* 65 (4).

LaFeber, Walter. (1980). *America, Russia and the Cold War* (1945-1980).

Gaddis, John Lewis. 1998. *We now know: rethinking cold war history*. New York: Oxford.

Krauthammer, Charles. "CNN's Cold War" *Washington Post*, Oct. 30, 1998.

Cannadine, David, ed. 1989. *Blood, toil, tears and sweat*. The speeches of Winston Churchill. Boston: Houghton Mifflin. An audio-tape of the Iron Curtain speech entitled "The Sinews of Peace," is available from the Winston Churchill Memorial and Library, 501 Westminster Avenue, Fulton, Missouri 65251 for $22.50.

Williams, William Appleman. 1988. *The Tragedy of American Diplomacy*. New York: W. W. Norton.

Historical Note: The United States and Russia were allies in World War II. After the war, Russia occuped most of Eastern Europe according to terms agreed upon at the Yalta Conference by Roosevelt and Churchill. It slowly became apparent that Russia did not intend to relinquish control of these nations. President Roosevelt died within two months of Yalta, and the American people, war weary and euphoric over the end of the war, were not ready to respond to a new totalitarian threat. In 1946, British Prime Minister Winston Churchill delivered his famous "Iron Curtain" speech at Westminster College in Missouri. The Cold War had begun.

Indicator 11: Compare and contrast divergent interpretations of historical turning points, using available evidence.

In secondary-level history courses, students must use primary-source material to learn about significant events firsthand from those who were there at the time. They also use secondary-source materials and major evaluations of historians to evaluate differing interpretations of events. As with related indicators, they must learn in detail the actual events in order to effectively assess the significance of major events and turning points.

LEARNING ACTIVITIES: Grades 9–12

DIFFERING INTERPRETATIONS OF HISTORICAL EVENTS
The Conquest of Mexico

Historical Period: World History—The Age of Global Expansion (1400-1700)

Historical Theme: The History of Warfare

Overview. The study of history frequently begins with primary-source materials that were prepared at or near the time of the actual events by observers and participants. Students of history must become familiar with these source materials and the context in which they were produced. They must also study secondary materials from that period and from later periods to evaluate the many interpretations of events that make up the study of history. History is an interpretation of what happened and why it happened. Students will learn that it is possible for two eyewitnesses to an event to describe it differently. And it is possible for two persons to agree on a factual description of what happened but to disagree on their interpretations of why it happened. Historians continue to examine the past and to interpret and reinterpret what happened to the extent that we can know. Students learn to examine and to analyze the past, and slowly they develop the ability to create their own interpretations of history.

The Conquest of Mexico-Differing Versions. The views of the Spanish Conquistadors and those of the Aztecs whom they conquered are, of course, quite different in regard to the conflicts that took place between them in the 16th century. Different eyewitness accounts of this significant historical event are sometimes conflicting and contradictory. By studying a variety of primary sources (accounts written by contemporaries of Cortez), students tackle some of the fundamental issues that confront all historians.

The defeat of the Aztec capital was described in prose, pictures, and poetry by Indians and Spaniards. It is no surprise that the accounts written from Aztec and Spanish perspectives are very different. Eyewitness accounts of the conquest were written by Hernando Cortez, the Spanish captain; Bernal Diaz, one of Cortez's soldiers; and Alva Ixtlilxochitl, an Aztec Indian. Students read selected passages from each of these sources (see *Resources* section). Formulate questions to direct students' reading or use some of the following suggestions:

- Hernando Cortez wrote his account of the conquest of Mexico in a series of letters to Charles V, the King of Spain. The king could reward or punish Cortez for his actions in Mexico. How did Cortez formulate his account to please his king?

- Can you detect any personal motives that might have shaped the accounts by Bernal Diaz and Alva Ixtlilxochitl?

- Bernal Diaz wrote that Cortez went to Tenochtitlan with over 1,300 soldiers and 96 horses; Cortez wrote that he had only 70 horses, 500 foot soldiers, and "a fair number of guns." Do you think that the authors deliberately exaggerated or underemphasized the size of the Spanish army? What purpose would this serve? Can you find any other discrepancies in the accounts written by Diaz and Cortez?

- How do Cortez and Diaz characterize the Aztec warriors? How does Alva Ixtlilxochitl describe the Spanish soldiers?

Creating Their Own Version. After reading the sources and discussing the prepared questions, student groups formulate their own account of the events. They write a one- to two-page narrative of the events from the attack on the Spanish garrison up to the Spanish flight from Tenochtitlan, including the death of Montezuma. Afterward, students compare their own narratives of the conquest of Mexico against those provided by high school and college-level history textbooks. (This exercise illustrates the importance of balance and perspective in historical narrative.)

Searching for and Using Other Primary-Source Materials. In conjunction with the library media specialist, provide instruction on primary-source materials and search strategies to find such materials. Students then find primary-source materials on an issue in American history and develop a debate on that issue.

Further Exploration. The library media specialist informs students about the New Jersey State Archives and its many records. Perhaps a trip to the facility would be helpful.

Connections. This activity teaches students how to weigh multiple sources of data and draw informed conclusions about important issues (Workplace Readiness Standard 5). Students also compare and contrast divergent interpretations of a major historical event (Standard 6.3, Indicator 11).

Resources. The following resources provide support for the suggested activities:

Cortez, Hernan. (1991). *Five letters,* 1519-1526 (J. Bayard Morris, Trans.). New York: Norton.

Diaz, Bernal. (1963). *The conquest of New Spain* (J. M. Cohen, Trans.). New York: Penguin Books.

Leon-Portilla, Miguel (Ed.). (1996). *The broken spears: The Aztec account of the conquest of Mexico.* Boston: Beacon Press.

Paz, Octavio. (1985). *The labyrinth of solitude, The other Mexico, and other essays* (Lysander Kemp, Yara Milos, & Rachel Belash, Trans.). New York: Grove Weidenfeld. (See especially Chapter 5, "The Conquest and Colonialism.")

Historical Note. The Spanish conquest and colonization of Central and South America began with the early colony in Santo Domingo in 1500 and was carried out to extend their empire and propagate their religion. In June 1520, pitched battles erupted between Spanish and Aztec forces after Aztec warriors stormed the Spanish garrison in Tenochtitlan, the capital city of the Aztec empire in Mexico. Much of the city was destroyed by fire and fighting. Many Spaniards and Aztecs were killed, including the Aztec emperor, Montezuma. The remaining Spanish troops fled the city, and Spanish losses were so great that the event has traditionally been called the "Night of Sorrows" (*Noche Triste*). The Spanish later returned to Tenochtitlan, and with the help of Indian allies they subjugated the Aztec capital. When Tenochtitlan surrendered to Hernan Cortez in 1521, the Aztec empire was effectively vanquished. The era of colonial rule began as Cortez built a Spanish capital on top of the ruins and rubble of the once-great Aztec metropolis.

Indicator 12: Understand the views of the people of other times and places regarding the issues they faced.

This indicator relates to both cultural history and social history. It is social history in that it concerns itself with the great mass of people who are not specifically discussed in political histories; and cultural history in that is about views as expressed in literature, music, popular culture, and the visual arts. It is about the experiences of people everywhere—including the good and the bad—as civilizations develop and decline. How have individuals and groups survived and prospered in the face of difficult issues like scarcity, overpopulation, conflicts, and discrimination?

LEARNING ACTIVITIES: Grades 9–12

HOW GROUPS OVERCOME ADVERSITY
The Harlem Renaissance

Historical Period: U.S./N.J. History—Industrial America and the Era of World War (1870-1945)

Historical Theme: The History of Social Classes and Relations

Overview. As we study history, we see outstanding examples of groups, usually smaller groups within the larger population, which meet adversity and rise above it. There are many examples of this phenomenon in modern history. Students will have some knowledge of apartheid, slavery, Holocaust, other examples of anti-Semitism, other genocides, the Trail of Tears, and the internment of Japanese-Americans during World War II. For each of these tragic events, there have been members of those groups who have risen about adversity to craft proud achievements for their group. The study of such triumphs teaches students the importance of reliance on the groups to which one belongs and the need for each of us to work for the improvement of our group and for the larger population as well.

The Creative Spirit. The impulse to create art is basic to humanity. Discuss with students their own creative efforts both in and out of school. When does one create? In what atmosphere does one create best? How do we feel when we are engaged in creative work? Do we all have the urge to create art? Students learn that this human impulse can be suppressed temporarily in situations where people are mistreated by a government, by social groups, or by a part of society. But the creative spirit eventually emerges as people learn to cope and to find alternatives. The Harlem Renaissance is an example of how a more-secure environment fostered the creativity of its inhabitants. (See *Historical Note* below for more background on the Harlem Renaissance.)

The Geography of Harlem. Students use a street map of Harlem to identify the following places and locations: The Cotton Club, Langston Hughes's home, Marcus Garvey's Liberty Hall, the Savoy Ballroom, the Apollo Theater, Mother A.M.E. Church, and Striver's Row. What is the significance of each of these sites? The library media specialist helps students research these places using the Internet and print resources. Next, students identify the location of Harlem relative to the white residential neighborhoods of New York City, and then describe how the crowds who attended the Cotton Club differed from those that went to the Savoy Ballroom. Students research how the location of Harlem contributed to the cultural phenomenon called the *Harlem Renaissance.*

Garvey and DuBois. In conjunction with the library media specialist, help students compare the philosophies of Marcus Garvey and W.E.B. DuBois. After discovering how the ideas of these two individuals differed, students analyze the effects of these varying viewpoints on African Americans in Harlem in the 1920s.

Writers of Renown. Students read selections from the writings of noted African American writers Langston Hughes (poetry), Jean Toomer (fiction), and Zora Neale Hurston (fiction) to appreciate and understand their works. In conjunction with the library media specialist, prepare a list of selected readings available from the school library media center (or the local community library) and a set of study guides for students to use with these readings. Students attempt to find themes that are common to each of these three writers and to other writers of the period. How did the social situation of African Americans at that time shape the writings of Hughes, Toomer, Hurston, and others? Students research the lives of the three writers to see the connections. Students also begin to examine the possible connections between the philosophies of Garvey and DuBois and the fiction and poetry of African Americans during the Harlem Renaissance.

Jazz Greats. Students listen to a sample of jazz artists from the Harlem Renaissance, such as Bessie Smith ("Lost Your Head Blues"), Louis Armstrong ("West End Blues"), Fletcher Henderson and his orchestra ("The Stampede"), and Duke Ellington and his orchestra ("East St. Louis Toodle-oo"). Students find characteristics common to the various pieces and then attempt to define ***jazz***. They analyze the impact of Harlem nightclubs upon jazz, the origins of which were Southern. Students also study the impact of jazz on American culture and music in general. A good source of background information is Ralph Gleason's *History of Jazz* (1959).

Further Exploration. Students write an essay on the topic "Why is the flowering of African American culture in Harlem in the 1920s called a "renaissance"? Why did it happen at that time in history—and not 50 years earlier? How does it fit into the general narrative of U.S. history?

Connections. Students will use many of the Cross-Content Workplace Readiness skills listed in Standards 2, 3, and 4 to do research as cited above.

Resources. The following resources provide support for the suggested activities:

The African American experience: A history. (1992). New Jersey: Globe Books.

Aptheker, Herbert. (1990). *A documentary history of the Negro people in the United States* (Vols. 1-7, with an introduction by DuBois). New York: Citadel Press. (Original work published 1951)

Furnas, J. C. (1974). *Great times: An informal social history of the United States, 1914–1929.* New York: Putnam.

Gleason, Ralph. (1959). *History of jazz.*

Hentoff, Nat, & Shapiro, Nat. (1955). *Hear me talkin' to ya.* New York: Dover.

Historical Note. The Harlem Renaissance reflects a decade of cultural creation that resulted from the migration of African Americans from the rural South to New York City. Living in a concentrated environment that was not as openly racist as the rural South, African Americans found a place to create and an audience that would accept their creations. The unique mix of rural Southern culture and urban New York sensitivities caused a flourishing of musical, artistic, literary, and philosophical works all created by and for African Americans. In these activities, students are asked to look critically at the ways in which the changed environment and life circumstances of the creators of these works influenced their creations.

Indicator 13: Synthesize historical facts and interpretations to reach personal conclusions about significant historical events.

On the secondary level, students should use a variety of primary- and secondary-source materials to form personal judgments about significant historical events. Bloom (1983, p. 162) wrote that synthesis "most clearly provides for creative behavior on the part of the learner."

LEARNING ACTIVITIES: Grades 9–12

DEVELOPING YOUR OWN INTERPRETATION OF HISTORY
Reconstruction

Historical Period: U.S./N.J. History—The Era of Civil War and Reconstruction (1820-1870)

Historical Themes: The History of Relations between Different Political Groups and Entities

The History of Slavery

Overview. Students will now have progressed to the point where their knowledge of history permits them to speculate about the overarching factors that cause major and minor events to happen at a specific time in a specific place. They learn to see the significance of individual events and, having absorbed the consensus views of historians about the significance of this or that event, to craft their own interpretation of events.

The Reconstruction Era–Reviewing the Legal Aspects. Give students background information regarding Reconstruction, and provide some reading exercises and comprehension checks. Explain that our nation's political ideals and institutions faced a most severe test during the period of Reconstruction that followed the Civil War. Two issues that had divided the nation prior to the advent of armed conflict—state sovereignty and the citizenship rights of African Americans—resurfaced in Congressional debates over how best to implement the newly ratified 13th, 14th, and 15th amendments to the Constitution. (See *Historical Note*.)

At the library media center, students access resources in print and electronic media. The library media specialist instructs students on methods of assessing major pieces of legislation. Students review and summarize major pieces of Reconstruction legislation (e.g., the Freedman's Bureau Act, the Civil Rights Act of 1866, the Reconstruction Act of 1867, the Force Act of 1870), as well as examples of Jim Crow legislation, to determine what they actually said. They speculate on whether Congress could have enacted a different kind of reconciliation plan with the former Confederate states. Students develop a set of recommendations for Congress in implementing a more effective Reconstruction policy during the post-Civil War period.

Varying Viewpoints. Students study the background of the period and learn about the many viewpoints in the North and the South regarding slavery. They learn that the moral evil of slavery was in some cases weighed against the need to preserve the Union. There was a need at this time for a plan for reconciliation of the North and South. How did they balance the interests of people who had suffered greatly and continued to suffer under an unjust yoke against the national interest? Which comes first-morality or expediency? Students think about and write on these topics.

Mock Congressional Debate. In preparation for a mock Congressional debate on Reconstruction, students form two cooperative groups. (Permit students to choose the side they will argue.) In this case, the two viewpoints represented will be the differing views on the implementation of the new constitutional amendments. Each team must locate and analyze the available primary sources using especially the Internet but also the resources of the school library media center and the public library. Coach the teams to assign various roles: ***researchers***, ***writers***, ***speakers***, and ***negotiators***. Students will learn about the cooperative processes of government through this activity.

Further Exploration. As a follow-up activity to the classroom debate, students may wish to rewrite the Civil Rights Act of 1866 or propose new legislation to guarantee the civil and human rights of Americans.

Connections. By analyzing primary-source documents such as the Civil Rights Act of 1866 and the 14th Amendment, students develop an understanding of principles of substantive due process and equal protection under the law (Standard 6.1, Indicator 10). This activity also allows for interdisciplinary learning. Students can read Booker T. Washington's famous work, *Up From Slavery*, and analyze some of the relevant artwork produced by Winslow Homer and other artists of this period.

Resources. The following resources provide support for the suggested activities:

Bloom, Benjamin. (1983). *Taxonomy of educational objectives. Book I: Cognitive domain.* New York: Longman.

DuBois, W. E. (1969). *Black Reconstruction in America.*

Foner, Eric. (1988). Reconstruction: America's unfinished revolution, 1863–1888.

Greene, Larry A., & Gunther, Lenworth. (1994). *The New Jersey African-American history curriculum guide.* Trenton: New Jersey Historical Commission & the New Jersey Department of State. (Available from the Commission)

McPherson, James. (1964). *The struggle for equality.*

Access this period on the Internet:
http://www.worldbook.com/

Historical Note. Southern Democrats favored state and local control over the implementation process, while Northern Republicans called for greater federal oversight to insure the rapid assimilation of freed slaves into society. Republican concerns over "Black Codes" (Southern laws that placed restrictions on African Americans' personal liberties and right to vote) resulted in the passage of legislation that greatly expanded the powers of the Freedman's Bureau and the Civil Rights Act of 1866. These laws offended Southern legislators, prompting them to accuse the Republicans of "waving the bloody shirt" of the war. Southern resentment of the harsh terms of Reconstruction led to an expansion of Black Codes and "Jim Crow" laws in the Southern states during the decades that followed. The failure of Reconstruction to heal the wounds of the war still has an effect on regional and racial politics in the United States.

Indicator 14: Analyze and formulate policy statements demonstrating an understanding of issues, standards, and conflicts related to universal human rights.

Students should realize that ideally political leaders and institutions should work to protect universal human rights but that many times throughout history this has not been the case. If rights owe their existence to positive law, are there also rights that are independent of law? Students learn that there has been a gradual expansion of human rights throughout history and that our freedoms in America represent the best embodiment of universal human rights.

LEARNING ACTIVITIES: Grades 9–12

FORMULATING HUMAN RIGHTS POLICIES
The Renaissance

Historical Period: World History—The Age of Global Encounters (1400-1700)

The Modern World (1950 to present)

U.S./N.J. History—The Modern Age (1945 to present)

Historical Theme: The History of Political Leadership

Overview. Students have studied the topic of universal human rights in previous indicators. Here they do further analysis of human rights ***statements*** throughout history from the most restrictive to the least restrictive. They recognize that universal human rights are conferred on us by our humanity and that history has (to large extent) seen the gradual development of this concept throughout the world. There are, of course, many places where human rights are still not recognized to their full extent. But even in Communist China, they learn, the people have only the right to a job, a place to live, and a decent standard of living. Students are now ready, after further study and analysis, to formulate their own statements of human rights and to compare those with the generally accepted statements.

Leadership in the Renaissance and the Modern World. What are the responsibilities of those who hold political power? How do the public and private actions of our political leaders support or weaken the universal human rights of citizens? One of the most fundamental aspects of political leadership is the question of how a leader should treat the subjects of his realm, the people who are placed in his or her care. In Renaissance Europe, it was often the local prince who had the greatest immediate impact upon the general population. Princely activities and civic responsibilities ranged from patronage of the arts to taxation of the populace. A number of notable writers from the early 16th century set out to write down the qualities that a prince must possess, the vices that he must avoid, and the means by which he should assume and retain political and military authority. Prepare a few reading selections on styles of leadership and dress in Renaissance Italy. After reviewing them,

students write their own specifications for a Florentine prince. What qualities should he possess? How should he dress and live?

Macchiavelli and Erasmus. Two very different ideas of political leadership were written by Niccolo Machiavelli of Florence and Erasmus of Rotterdam. Machiavelli was a civil servant who wrote *The Prince* (1513) in exile, having been ousted from the city government during a shift in political power. Erasmus was Europe's most renowned humanist scholar. He wrote his *Education of a Christian Prince* (1516) in the form of a letter to the 16-year-old Prince Charles, the future Holy Roman Emperor Charles V.

Machiavelli's *The Prince* said that "the end justifies the means." A prince must be merciful, sincere, and religious—but he must also be cruel and duplicitous when necessary. In contrast, Erasmus' letter emphasizes the importance of the prince serving as a public example for his subjects: "Whenever he goes out, he should take care that his face, his bearing, and above all his speech are such that they will set his people an example, bearing in mind that whatever he says or does will be seen by all and known to all."

Prepare selections from each of these works for students. Present these writings to students in the authors' own historical contexts and also in the context of a larger discussion about modern political leaders and their public and private conduct, and whether an "end justifies the means" rationale is ever appropriate for a political leader. Students write news stories about some event recounted in either source.

Higher-Order Thinking Task. Students develop lists of standards for political conduct at any period in history. They use these standards to evaluate the conduct of elected officials in our time looking at modern-day accusations of political misconduct. They examine the question of whether or not the public and private actions of political leaders have an effect on the universal human rights of everyday citizens in today's world. Suggested topics for these investigations include the Watergate Scandal, the Iran-Contra Affair, the campaign finance scandal of the mid-1990s, and the performance of some of the independent counsels who worked on these matters. Consider focusing students' research and writing on one particular human rights issue, such as the right to privacy (which was central to the Watergate and Whitewater investigations).

Further Exploration. After students have written standards that express their ideals for political leadership, they can select a recent presidential period and write a memorandum (based on either Machiavelli or Erasmus) that advises the President on certain key issues (e.g., Reagan on the Contras, Carter on Angola, Nixon on China) and considers the "realities" of modern politics. This is a more difficult activity that will require students to attempt to balance idealism and "reality" to produce a functional code of ethics for leadership.

Connections. Encourage students to think about the inherent responsibilities of political leadership as they formulate their own personal standards and expectations for people who represent them in their local and national government. Students will also write about the rights of citizenship and the role that political leaders play in protecting the rights of individuals in harmony with the rights of society as a whole (Standard 6.1, Indicator 12).

Resources. The following resources provide support for the suggested activities:

Erasmus, Desiderius. The education of a Christian prince. In Neil Cheshire & Michael Heath (Trans.), *Collected works of Erasmus* (Vol. 27).

Machiavelli, Niccolo. *The prince.* (Available in numerous translations)

Standard 6.4
SOCIAL HISTORY

All students will acquire historical understanding of societal ideas and forces throughout the history of New Jersey, the United States, and the world.

INTRODUCTION TO STANDARD 6.4

Standard 6.4 requires students to understand the influence of social groups and institutions on the history of New Jersey, the United States, and the world. In recent decades, many historians have refocused their research efforts on the lives and voices of women, African Americans, and other social groups that have been underrepresented in traditional historical literature. This research has enriched our understanding of history in general and our perceptions of social institutions such as the family, the workplace, religious and educational organizations, and government. Standard 6.4 anticipates that students will acquire a historical understanding of social groups and institutions through exposure to a sequence of history instruction that highlights the following themes:

- **The History of Social Classes and Relations,** which emphasizes the issues of class relationships—rich and poor, aristocratic and workers, capital and labor—especially as these issues appear in modern times.

- **The History of Gender Differentiation**, especially as it relates to the status of women from ancient Egypt to modern America.

- **The History of Slavery,** with special emphasis on the American experience.

- **The History of Agriculture,** emphasizing the significance for humankind of the transition from hunting to agriculture and also relating major developments in the technology of agriculture to history.

- **The History of Population Movements,** which covers major migrations of peoples from ancient times to modern America, including immigration to America during the Colonial period and since 1880.

- **The History of Cities and City Life,** which spans the centuries from the Greek *polis* to the great Aztec and Mayan cities to the most significant period for cities—the 20th century.

The sample learning activities developed for Standard 6.4 focus on the above themes and explore some of the key issues that are confronted by social historians, such as the influence of social groups on major historical events, the role of social institutions in supporting or combating injustice and oppression, and the impact of community values on individual behavior. The historical themes and historical periods highlighted by each indicator's sample learning activities (listed in Tables 5 and 6) are noted on the activity pages for the indicator.

Several of the instructional activities involve field trips and other out-of-school learning adventures. One activity describes a hypothetical field trip to Ellis Island; another proposes a trip to Seabrook farms to meet Japanese Americans who were interned in prison camps during World War II. Social history is about the everyday lives of past people, and the best source of information for this topic is often the community itself. Teachers may develop their own field trip ideas based on these models, or simply encourage students to interview family members, local historians, and older community residents about past events and issues. Such experiences can only enhance students' appreciation of the past and its relevance to their own lives.

Descriptive Statement: The present can only be understood in the context of understanding how and why people acted in the past. History studies human behavior and motivation, since people have created governments and institutions based on their needs. Students should have opportunities to study the impact of various societal forces on the history of New Jersey, the United States, and the world.

In order to ensure that students share a common core of knowledge, by the end of their school experience students should have studied all five major periods in United States History and all seven of the World History periods. School districts are encouraged to define the balance among materials from Western, Asian, African, and other world cultures in each of these periods. Furthermore, several suggested themes are included among the history standards to enhance and enrich the study of history.

Cumulative Progress Indicators:

By the end of Grade 4, students:

1. Compare and contrast similarities and differences in daily life over time.
2. Identify social institutions, such as family, religion, and government, that function to meet individual and group needs.
3. Identify instances when the needs of an individual or group are not met by their social institutions.
4. Identify events when people have engaged in cruel and inhumane behavior.

Building upon knowledge and skills gained in the preceding grades, by the end of Grade 8, students:

5. Compare and contrast developments in societies separated by time and/or distance.

6. Compare and contrast fixed customs of societies in the past and the present, and explain how these customs represent the society's beliefs.

7. Understand how family, community, and social institutions function to meet individual and group needs.

8. Understand how historical and contemporary ideas, perceptions, and occurrences have led to prejudice, discrimination, expulsion, genocide, slavery, and the Holocaust.

Building upon knowledge and skills gained in the preceding grades, by the end of Grade 12, students:

9. Evaluate the views, beliefs, and impact of different social groups on a given historical event or issue.

10. Evaluate how individuals, groups, and institutions influence solutions to society's problems.

11. Analyze historical and contemporary circumstances in which institutions function either to maintain continuity or to promote change.

12. Argue an ethical position regarding a dilemma from the study of key turning points in history.

13. Evaluate actions an individual, group, or institution might take to counteract incidents of prejudice, discrimination, expulsion, genocide, slavery, and the Holocaust.

LIST OF LEARNING ACTIVITY TOPICS FOR STANDARD 6.4

Grades K–4

Indicator 1 and 2: *Families Past and Present* ***(Grades K-2)***

Indicator 3: *When Society Fails the Individual—Many Faces, One Family* ***(Grades 3-4)***

Indicator 4: *Cruel and Inhumane Behavior in History—Star of Fear, Star of Hope* ***(Grade 4)***

Grades 5–8

Indicator 5: *Societies Grow across Time and Space—The Garden State* ***(Grades 6-8)***

Indicator 6: *Societal Customs and Beliefs—The Initiation of Youth*

Indicator 7: *Society Meets the Individual's Needs—Adolescent Culture in Medieval and Modern Societies* ***(Grades 7-8)***

Indicator 8: *Prejudice as Government Policy—The Story of Seabrook Farms*

Grades 9–12

Indicator 9: *Group Action on a Social Issue—New Jersey Women's Suffrage*

Indicator 10: *Solving Society's Problems—Freedom of Choice in America*

Indicator 11: *Change and Resistance to Change—Comparing American Slavery with Russian Serfdom*

Indicator 12: *Ethical Issues in History—Religious Freedom*

Indicator 13: *Counteracting Prejudice—Diary of a Young Girl by Anne Frank*

Indicator 1: ***Compare and contrast similarities and differences in daily life over time.***

Indicator 2: ***Identify social institutions, such as family, religion, and government, that function to meet individual and group needs.***

As a social institution, the family is an essential thread in the fabric of our society. Our beliefs, morals, and attitudes stem from our family life and are further developed by the larger society. The traditional family consists of a social group having common characteristics. It is composed of parents and their children, and sometimes an extended family of other relatives. Although the structure of the family has changed over time, some basic characteristics have remained the same.

LEARNING ACTIVITIES: Grades K–2

FAMILIES PAST AND PRESENT

Historical Period: World History—The Ancient World (2000 BC to 500 AD)
The Modern World (1950 to present)

Historical Theme: The History of Gender Differentiation

Overview. Through the following vignette and activities, students begin to appreciate the value of the family as a social institution. They gain an understanding and appreciation of their own families and the families of other children throughout the world and throughout history.

Vignette. This vignette focuses on Etruscan family life and invites students to compare and contrast similarities and differences in daily life over time. Students examine their own family life and draw comparisons to the family life of the ancient Etruscans. Students also examine how the family functions to meet individual and group needs.

The teacher, Mrs. Fay, instructed her students to listen to a story about ancient families. She told her students to use their notebooks to make comparisons between the ancient families she described and their own families. She also asked her students to compare the roles of the father, mother, and children of long ago with the same roles today.

Mrs. Fay began reading the story to the class: “Once upon a time there lived an Etruscan family in the country that is now called Italy. They inhabited the west-central region, north of Rome, before

the Romans came along." Ms. Fay pointed out the locations on a large map. In the seventh and sixth centuries, B.C. the Etruscans dominated Rome militarily. The Etruscans were also fine engineers, artists, and farmers. As with the Romans, family life was thought to be very important. In Etruscan families, the men hunted, fought, managed money, shepherded animals, and farmed the land. The women performed household work, such as spinning and weaving. The mother and father worked together to improve the lives of their family."

A student raised his hand and remarked that both his parents work as well as buy food and clothes for the family. "My dad is the mayor of our town, does all the banking, goes to work, shovels snow, reads to us with mom, and knows how to fix stuff. My mom cooks for us after she comes home from work, reads, exercises, plays the piano, and helps us with our homework. Both of my parents go to baseball games too," added the student. Mrs. Fay encouraged the class to write this in their notebooks.

Mrs. Fay continued the story: "The Etruscan women took very good care of their health. They read and were very sophisticated. They also enjoyed some freedom (for that time) because they were allowed to attend games and banquets. They also influenced social customs, such as dress and food preparation."

"The Etruscan man was considered to be the head of the household, teacher of the children, and leader of political activities, while his wife remained involved in family life and served as his companion for social activities. The children had toys to play with just like you have. They also had words for ***son***, ***daughter***, ***wife***, ***husband***, ***grandfather***, ***grandmother***, ***mother***, ***father***, ***brother***, ***sister***, ***granddaughter***, and ***grandson***." As the story continued, the students wrote down more comparisons between the Etruscans and their own families.

Comparing Etruscan and Contemporary American Family Life. The students compare the Etruscan family with that of a modern day family, using a retrieval chart with two columns, ETRUSCAN FAMILY and MY FAMILY, and individual descriptors such as the following: ***father***, ***mother***, ***children***, ***home***, ***other relatives***, and ***neighbors***. Students discuss each category and make entries on their individual retrieval charts, which they then present to the class in short oral presentations.

Mural of an Etruscan Family. Using available materials, students create a talking mural depicting the activities of the daily life of an Etruscan family. They list what the components of the drawing should be and then number them. Each student selects one of the elements to draw and color. Assign a team of coordinators to put it all together. After completing the mural, they tape-record descriptions of each daily activity depicted in the mural.

Examining Heritage. Students research and write about their heritage and how it relates to the traditions of and daily life within their own family. This project may take the form of journal entries or, if the technology is available, a videotape of their family in action.

Ms. Past versus Ms. Present. In pairs, students analyze the family roles of women, past and present. One student can serve as "Ms. Past," the other as "Ms. Present." Students develop a script and perform a puppet show based on the information gathered.

Further Exploration. The children's section of any public library or bookstore contains many stories of various world cultures and historical examples of family life. Students could explore past and present familial roles of every member of the family in, for example, ancient India, ancient China, the Middle Ages, or the Middle East. How have familial roles changed? How do family roles change when the family includes an individual with disabilities? There are many popular films depicting heroic familial responses to a physical disability.

Connections. These activities cover a range of skills specified in the New Jersey Social Studies Standards. Students analyze varying viewpoints of individuals and groups throughout history (Standard 6.3, Indicator 2). They also learn to identify common elements found in different cultures, describe ways that family members influence their daily lives, and explore the customs of different ethnic groups (Standard 6.5, Indicators 1, 2, and 3).

Resources. The following resources provide support for the suggested activities:

Adkins, L. *Handbook to life in ancient Rome.* Oxford University Press.
Buranelli, Francesco. (1992). *The Etruscans: Legacy of a lost civilization.* Wonders.
Corbishley, Michael. (1989). *Cultural atlas for young people: Ancient Rome.* Cambridge: Oxford.
Ganeri, Anita. (1995). *How would you survive as an ancient Roman?* Franklin Watts.
Growing up in...Series. (1993+). Troll Books.
Howarth, Sarah. (1993). *Roman people.* Millbrook Press.
Inside story series. (1992+). Peter Bedrick and Co.
James, S. (1990). *Ancient Rome.* Knopf.
Liversidge, Joan. (1976). *Everyday life in the Roman Empire.* B. T. Baskford.
Mason, A. (1995). *The time trekkers visit ancient Rome.* Copper Beech. (Fiction)
My world series. (1999). World Book Inc.
Rutland, J. (1986). *See inside a Roman town.* Warwick Press.
Sasse, Connie R. (1997). *Families today.* Glencoe, IL: McGraw-Hill. (This text is part of a comprehensive set of book, videos, and workbooks on family life education.)
Spend the day in...Series. (1998+). John Wiley & Sons.

See also The World Culture Home Page on the Internet at www.wsu.edu:8000/
and the Historical Reenactment section of about.com for ancient costumes.

Indicator 3: Identify instances when the needs of an individual or group are not met by their social institutions.

We live in a time and place of increasing ethnic and cultural diversity. We see our country, our state, and our community changing day by day. It is essential for educators to help children understand that the essence of America is diverse cultures and ways of living all combined into an American culture and that we are all immigrants or the children of immigrants. We should know about and value the contributions of the many cultures and the different ethnic and racial groups in our country. We must also recognize that the immigration experience was not always positive.

LEARNING ACTIVITIES: Grades 3–4

WHEN SOCIETY FAILS THE INDIVIDUAL
Many Faces, One Family

Historical Period: U.S. History—Industrial America and the Era of World War (1870-1945)

Historical Themes: The History of Social Classes and Relations

The History of Population Movements

Overview. The vignette and activities developed for this indicator inform children about the importance of immigration in our history and to sensitize them to the immigration experience and to its centrality in the development of our country. The vignette provided below describes a class trip to Ellis Island. Students listen to a firsthand account of the immigrant experience from their tour guide, Mr. Marconi. They learn about daily life at the turn of the century, the cultural and institutional barriers that immigrants endured, and the supportive networks of family and community that enabled immigrants to succeed in America. The vignette was designed to demonstrate the reality that most of our families have emigrated from other countries. The suggested activities help students explore America's diverse heritage and their own family's contribution to that heritage.

Vignette. The students in Mrs. Smith's fourth grade class eagerly awaited their special visitor who was going to accompany them on their class trip to Ellis Island. Their special visitor was the great-grandfather of one of their classmates and an amateur historian. Mrs. Smith challenged her students to imagine themselves as an immigrant during Mr. Marconi's presentation. It was time for Mr. Marconi to arrive.

"Good morning, class," said Mr. Marconi. "I was invited to your class to share with you my experiences as an immigrant coming to a new land of opportunity."

As families and friends boarded the Ellis Island Ferry, Mr. Marconi discussed his memories of the Old World and his experience as an immigrant arriving on the shores of America. He recalled the stories he had heard as a young man about a land of plenty with streets paved with gold. "Little did we know that we were the ones who had to pave the roads and build the churches, buildings, and railroads," he laughed.

All of the new Americans from various places around the world contributed their time and talents in building a better and stronger America. "There were people from Czechoslovakia, Poland, Russia, the Netherlands, Ireland, Germany, Italy, Scandinavia, Greece, Hungary, and many more," the great-grandfather reflected. "Out of necessity, we clung to our own ethnic groups and shared stories about our families, and the religious holidays and festivals we celebrated in our native land. Of course, our lifestyles changed once we arrived here. We worked six days a week throughout the year and did not spend as much time with our friends and family as we did in the Old World. Eventually, we obtained better wages for our labor and were granted more leisure time."

Mr. Marconi also recalled the boat trip to America. "The boats were cramped, hot, and smelly. People were getting sick, suffering from fevers, headaches, and seasickness. When we arrived at Ellis Island, we were sent to the Quarantine Station and received ***vaccinations*** (shots) to prevent diseases such as smallpox. We also had to undergo physical and mental health tests. Some people were rejected for these reasons, while others were sent on to meet their sponsors-family members or friends who agreed to find them a job and/or temporary shelter."

"What did it feel like to you?" asked one student.

"I felt scared, but better knowing that I had a family member waiting for me with the promise of a job," replied Mr. Marconi.

"Where did you live when you first came to America?" asked another student.

Mr. Marconi replied, "I lived in Newark, the largest city in New Jersey. Most immigrants like myself moved to New Jersey's cities because jobs were available there, and also because these cities had ethnic neighborhoods that observed the customs of the Old World. This made the transition to America easier for many of us. Some of the large cities where my friends moved were Jersey City, Paterson, and our state's capital, Trenton."

The great-grandfather went on to say that although immigration increased the population of New Jersey from 1900 to 1920, American attitudes about immigration changed in the 1930s and 1940s. The government established ***quotas***, which limited the number of immigrants allowed to enter the country. He also mentioned that when the United States entered World War II, Germans, Italians, and some Japanese were interned at Ellis Island. The children of these people were schooled for months while their parents waited for hearings on their status.

The students at this point were eagerly writing all of this information down in their journal book of immigration history and drawing a picture of the visual scenes their visitor was creating for them.

Mr. Marconi went on to describe the immigration process to the students. "It was a very stressful time. The newcomers did not speak English. Therefore, many of us were misunderstood, names were changed and many were cheated out of money. We had to learn how to speak English in order to survive. As newcomers, we discovered that these difficulties were only the beginning of a long, new road ahead of us on our journey to opportunity, growth and prosperity in our home called America."

As the students left Ellis Island and arrived back at their school, Mrs. Smith reminded them that they were going to use their experience and knowledge of their trip as they worked on various follow-up activities.

Documenting the Ellis Island Experience. Students keep a sequential written record in their journal of the visitor's account of the immigration experience. They write these entries in the third person point of view. To enhance the entries, students illustrate each day's events.

Unexpected Hardships. Students research the hardships that many immigrants experienced due to cruel and inhumane behavior of other groups. They write a short narrative and create a poster depicting the events.

Next, discuss the famous quote displayed at Ellis Island: "Before arriving in America, I heard the roads were paved with gold. When I arrived, I found that I was the one who had to pave them." After the class discussion, students write a short paragraph interpreting the meaning of this quote.

Documenting an Immigrant's Story. Students interview a family member, friend, or other individual whose name is listed on the Ellis Island Wall. Afterward, students write a short biography and illustrate it. Display these projects on a bulletin board.

Further Exploration. Students could explore the current wave of immigration, its impact on America today, and its potential impact upon the future. Contact the Newark Museum and Library, 49 Washington Street, Newark, NJ; (973) 596-6550 or 733-7800.

Connections. In addition to teaching students respect for people of different ethnicity (Workplace Readiness Standard 4, Indicator 6), these activities help students understand the causes and effects of human migration (Standard 6.8, Indicator 1), historical issues related to human rights (Standard 6.3, Indicator 4), and the impact of government policy on people's lives (Standard 6.1, Indicator 4).

Resources. The following resources provide support for the suggested activities:

Banks, James A. (1987). *Teaching strategies for ethnic studies.* Boston: Allyn & Bacon. (A book of teaching ideas on ethnic studies)

Greene, Larry A., & Gunther, Lenworth. *The New Jersey African American history curriculum guide, Grades 9 to 12.* Trenton: The New Jersey Historical Commission & the New Jersey Department of State. (This teaching guide covers all periods of American history, including the great migration; contains many activities for the classroom.)

Goldfuss, K. (1993). *Immigrations: Thematic units.* Teacher Created Units.

Leighton, R. (1994). *An Ellis Island Christmas.* Puffin. (Fiction)

Levine, E. (1994). *If your name was changed at Ellis Island.* Scholastic.

Levinson, R. (1995). *Watch the stars come out.* Puffin. (Fiction)

Maestro, B. (1996). *Coming to America: The story of immigration.* Scholastic.

Parrillo, Vincent N. (1985). *Strangers to these shores: Race and ethnic relations in the United States.* New York: Macmillan. (A study of intergroup relations throughout our history)

Quiri, P. (1998). *Ellis Island.* Children's Press.

Sowell, Thomas. *Ethnic America: A history program.* (1981). Chicago: Regnery. (A study recounting the experiences of immigrants in America)

See also curriculum materials for Chinese, Korean, and other cultures developed with funding from the Foreign Languages Assistance Act Grant of 1995 and administered by the Illinois State Board of Education, Project Director (217-384-3524).

Indicator 4: Identify events when people have engaged in cruel and inhumane behavior.

The true meaning of friendship is an important concept to be developed in the primary grades. It is also important that students understand the power of words to hurt and realize that the damage caused by words spoken in thoughtless anger cannot always be healed. Acts of bigotry, hate crimes, and the violence committed by the spoken word have caused much destruction in human history. Too few people remembered the importance of the bonds of friendship and basic human respect when the Nazis implemented the policies that led to the Holocaust.

LEARNING ACTIVITIES: Grade 4

CRUEL AND INHUMANE BEHAVIOR IN HISTORY
Star of Fear, Star of Hope

Historical Period: World History—The Age of Imperialism and World War (1850-1950)

Historical Theme: The History of Social Classes and Relations

Overview. At the fourth-grade level, students learn some of the background of the Holocaust in very general terms. They learn that throughout history individuals have been mistrusted because of prejudice and bigotry. Prejudice begins when members of a group feel that the other group is bad or inferior to their group. During the 20th century, incidences of prejudice and bigotry have occurred in many countries, including Germany, Russia, and the United States.

A Story of Friendship, Words Spoken in Anger, and Separation. Begin with a class discussion on friendship, and then read the following story to the class:

> Best friends, Helen and Lydia, are caught up in the turmoil of Nazi-occupied France in 1942. On the eve of Helen's 10th birthday, the two girls wait for Helen's parents to return home from work. While they wait, two visitors come by separately and knock at the door asking for assistance. Looking silently through the keyhole, the two girls realize that both individuals were wearing the same yellow star that was sewn on Lydia's clothing. After the parents return and learn of the visitors, Helen's father locates the first visitor and brings her back to the apartment. As Lydia stares at the frightened visitor's yellow star, Lydia blurts out the desire to go home to her mother. Angered by her friend's departure despite the proffered birthday gift, Helen shouts out that they are friends no more. It would be the last time Helen saw her friend.

> The next day, the streets are filled with people wearing yellow stars like Lydia's. They are being marched away by French police officers. When Helen and her mother go to Lydia's apartment, they find it empty and no one knows anything about Lydia and her family. Later, when Helen opens Lydia's gift she discovers a cardboard doll with a photograph of Lydia glued on as the face and lots of clothes for the doll, even a coat with a yellow star. Helen regrets her angry words to her friend Lydia and wishes to take the words back, but Lydia never returns. Helen, now a grandmother, wistfully wishes that she could see her friend again—and continues to hope.

After reading the story aloud to the class, encourage the students to discuss again the meaning of the word "friend" and how they feel when they are with a good friend. Ask them how they think Helen felt when she thought about how she had spoken angrily to her friend who was no longer around. Ask students how they would feel if a very good friend said cruel things to them in anger and said that they were no longer friends. Have they ever been separated from a good friend because one of them had to move away?

Being a Friend–A Reflection. Each student draws and cuts out a large paper doll to represent a good friend and draws a face on the doll. On the back of the doll, the student makes a list of things about the friend that are special and why he or she would not want to hurt the friend. Each student makes a second doll representing himself or herself and lists on its back what he or she can do to be a good friend to others.

Further Exploration. Students may wish to read the book *Best Friends* by Elizabeth Reuter. This book also deals with two young girls who are friends and the impact of the Holocaust on their lives. The themes of friendship and the power of words to hurt can be found in many books and stories. The library media center specialist can help students find relevant books, videotapes, picture files, and other useful materials. The students may enjoy creating a bulletin board of friendship dolls they have made. These friendship dolls may represent real-life friends or friends found in stories they have read.

Connections. These activities can be connected to Social Studies Standards 6.1, 6.2, 6.3, 6.4, and 6.5. Connections may be made also with the Language Arts Standard 3.4 and World Language Standard 7.2, Indicators 3 and 4.

Resources. The following resources provide support for the suggested activities:

Hoestlandt, J. (1995). *Star of fear, star of hope.* Walker.

Innocenti, R. (1996). *Rose Blanche.* Harcourt Brace.

Lowry. L. (1990). *Number the stars.* Laurel Leaf.

Matas, C. (1993). *Daniel's story.* Scholastic.

New Jersey Commission on the Holocaust. (1994). *New Jersey Holocaust Curriculum: Caring makes a difference.* Trenton: The Commission.

Petovello, L. (1998). *The spirit that moves us: Grades K–4.* Tillbury House.

Polacco, Patricia. *Pink and Say.* (A story of two young boys who become friends during the American Civil War. Of two different races, their friendship is formed in adversity but endures beyond life, death, and generations.)

Reuter, E. (1993). *Best friends.* Pitspopany Press.

(This section was developed by the New Jersey Commission on the Holocaust).

Indicator 5: Compare and contrast developments in societies separated by time and/or distance.

Comparative history highlights important trends in the development of societies, such as the changes in agricultural production and the growth of the industrial infrastructure that took place in different regions of the United States during the first half of the 20th century.

LEARNING ACTIVITIES: Grades 6–8

SOCIETIES GROW ACROSS TIME AND SPACE
The Garden State

Historical Period: U.S. History—Industrial America and the Era of World War (1870-1945)

Historical Theme: The History of Agriculture

Overview. *The WPA Guide to New Jersey,* published in 1939 and reprinted by Rutgers in 1986, begins with "A New Jersey Silhouette."

No phrase or nickname can supply an index to New Jersey, for in physical and sociological composition the state is fundamentally diverse. It is often called the Garden State; with equal reason it might be labeled the Factory State, the Commuter State, or the Technology State.

Residents of southern New Jersey occasionally look askance at products of the northern half, especially when the product is political oratory. The term "North Jersey" is used as a geographical designation with little sentiment, but "South Jersey" is spoken of by residents almost as a Virginian speaks of the Old Dominion.

A comparison of North and South Jersey land use and development and growth patterns reveals similarities and differences. A useful exercise for students would be to study these patterns as a way to examine whether there are important cultural and economic, as well as geographic differences between the two parts of the Garden State.

Comparing Land Use in New Jersey and the Nation. Students study maps of both northern and southern New Jersey from 1900 to the present, focusing on land ownership, farm size, and the development of roads and highways throughout the region. They research questions such as the following: Where were the roads built? When were they built and under whose auspices? What influenced the development of the regional infrastructure? Students then examine historical maps of U.S. industrial and agricultural regions and make generalizations. They determine whether nationwide developments in land ownership and infrastructure were similar to or different from the pattern in New Jersey.

Creating a New "New Jersey Silhouette." The class composes its own "New Jersey Silhouette" based upon the model in the *WPA Guide to New Jersey.* Working independently or in small groups, students create written and graphic materials for inclusion in their silhouette.

Encountering Artifacts of Family Life. Students select a period in New Jersey history to study and work with the library media specialist to research the family home life of that period. They then compare their findings to present-day home life. During a visit to a historical house, students observe the types of artifacts that reveal information about family life—artifacts they might have read about in their own research. (See the appendix for a list of New Jersey historic sites.)

Further Exploration. Schools in New Jersey's historically truck farming southern counties can adapt these activities as hands-on investigations. Students can use their communities and the people who have lived their lives in them as resources for information, through interviews and local journalistic research.

In communities where students' own family histories are relevant to the history of agricultural development, students' families may be involved in their learning.

This unit may be Internet-based, partnering a classroom in South Jersey with a classroom, for instance, in Modesto, California, for shared research and information and for a shared publication audience for student work.

Connections. By studying photographs depicting migrant labor, and by reading regional histories produced by writers under the sponsorship of the WPA, students have the opportunity to view, appreciate, and analyze the arts as media for the depiction of our national experience (Standard 6.2, Indicator 7). Students will also observe the influence of economic forces, their decisions, and their policies on their environment (Standard 6.6, Indicator 10). Finally, through studying and creating regional maps, students will gain in their understanding of the interaction of human and environmental factors (Standard 6.8).

Resources. The following resource provides support for the suggested activities:

American kids in history series. (1997+). John Wiley & Sons.
Carlson, L. (1997). *Colonial kids: an activity guide to life in the New World.* Chicago Review Press.
Colonial America Series. (1989+). Franklin Watts.
DeCondo, A. (1999). *The New Jersey adventure.* Gibbs-Smith.
Isaacs, S. (1997). *New Jersey past and present.* Graphic Learning.
Marsh, C. (1994). *New Jersey timeline: A chronology of New Jersey history, mystery, trivia, legend and lore and more.* Gallopade Publishing Group.
Stein, R. (1998). *New Jersey.* Children's Press.
The WPA guide to New Jersey. (1986). New Brunswick, NJ: Rutgers University Press.

Contact local chambers of commerce for information related to these activities.

Indicator 6: Compare and contrast fixed customs of societies in the past and the present, and explain how these customs represent the society's beliefs.

Customs reveal a society's beliefs about the proper roles, behavior, and education of its members. By studying customs from past and present societies, students obtain a better understanding of social history.

LEARNING ACTIVITIES: Grades 5–8

SOCIETAL CUSTOMS AND BELIEFS
The Initiation of Youth

Historical Periods: World History—Prehistory (to 2000 BC)

U.S. History—The Colonial Period (to 1763)

Industrial America and the Era of World War (1870-1945)

The Modern Age (1945 to present)

Historical Themes: The History of Literature

The History of the Arts

The History of Popular Culture

Overview. Societies use cultural artifacts and customs to transmit their beliefs to their youth, and to attempt to persuade their youth to accept the beliefs and values of their society. Such initiation rites have existed since the dawn of time. The Lascaux cave paintings in France (c. 10,000 BC) depict scenes from a prehistoric hunting society. Young adolescent men were taken away from their families to spend dark nights in the caves as part of their initiation to becoming mature hunters.

In Colonial America, women's crafts such as embroidery used language and pictures to teach the society's values to young girls. The primitive portraiture of the time depicts idealized children, thus communicating Colonial society's ideals about youth.

Horatio Alger's popular stories for boys, written between 1860 and 1890, celebrate the values of the Gilded Age. Alger's stories are depictions of a prototypical boy without any family, money, or connections in society who becomes a success by enterprise, good humor, hard work, and honesty.

Artifacts and Society's Values. Discuss the examples listed in the *Overview* in historical/chronological sequence. Alternately, assign each example to student groups as research projects. Afterward,

students identify our society's art, craft, written, video, multimedia, or other artifacts that operate to transmit our society's beliefs and values to our youth. Once students have identified present-day artifacts, they may then examine, analyze, evaluate, and report on our society's values as they are embodied in our artifacts. (This activity can be used for instruction as well as assessment.)

"Coming of Age" Novels. Students read "coming of age" novels and study the methods used in different historical periods to educate children. For a list of such literature, visit the following Rutgers web site: http://www.scils.rutgers.edu/special/Kay/age.html.

Samplers and Society's Values. Students study a Colonial or 19th century sampler to identify the society's important values as depicted in the pictures. Information about samplers can be found on the Internet. See also the *Images of America* series from Arcadia Publishing of Dover, New Hampshire, which includes numerous picture book histories of New Jersey cities and towns.

Illustrations of Young People from the Past. In the library media center, students locate pictures of young people from different time periods and study the pictures to get an indication of the lives of children in those days. The library media specialist can be helpful in finding these materials.

Graduation Statistics. Students study statistics of the numbers of young people who graduated from grade schools, high schools, and colleges to analyze the changes over time. The library media specialist instructs the students about doing research to collect historical statistics.

Further Exploration. In classes where students live in distinct subcultures of our society, the subculture's artifacts may be identified and studied separately and compared with our wider society, 19th century industrial society, Colonial society, and the society depicted at Lascaux.

Connections. Through study and discussion of various societies' popular cultural artifacts, students enrich their understanding of diverse human experience (Standards 6.2 and 6.5). Students also come to understand the impact of a society's economic welfare on the values it passes on to its youth (Standard 6.6).

Resources. The following resources provide support for the suggested activities:

Alger, Horatio. (1990). *Ragged Dick.* Dutton Signet Classics. (Fiction)
American children growing up Series. (1995+). Millbrook Press.
Craven, Wayne. (1994). *American art: History and culture.* New York: Abrams.
Graves, D. (1996). *Baseball, snakes and summer squash: Poems about growing up.* Boyds Mill Press.
Images of America Series. (1998+). Arcadia Publishing.
Joseph Campbell and the power of myth [Videotape series].
Junior Worldmark encyclopedia of nations. (1995). UXL.
Mauldin, B. *Traditions in Transition: Contemporary basket weaving of the Southwestern Indians.* (1984). Laboratory of Anthropology, Museum of New Mexico.
Prior, K. (1993). *Initiation customs.* Thomson Learning.
Ring, B. (1993). *Girlhood embroidery: American samples and pictorial needlework, 1650–1850.* Knopf.
Sita, L. (1998). *Coming of age.* Blackbirch Marketing.

The Smithsonian Institution, the National Museum of American Art, and the Library of Congress in Washington, D.C., are major resources both online and for visiting.

Indicator 7: Understand how family, community, and social institutions function to meet individual and group needs.

Individuals are, in part, products of larger organizations—families, communities, and social institutions such as schools, cultural and religious groups. These institutions shape individual sensibilities and actions. As the following activities illustrate, the behavior of adolescent groups sometimes mirrors the less-than-noble attitudes of the larger communities that have shaped them.

LEARNING ACTIVITIES: Grades 7–8

SOCIETY MEETS THE INDIVIDUAL'S NEEDS
Adolescent Culture in Medieval and Modern Societies

Historical Periods: World History—The World of Hemispheric Interactions and the "Middle Ages" (500-1400)

U.S. History—The Modern Age (1945 to present)

Historical Theme: The History of Cities and City Life

Overview. Each of the seven (Shakespeare) or eight (Erikson) stages of life presents the human person with unique tasks and challenges. Adolescence brings a set of characteristic individual and group needs to be met ideally by families, communities, and social institutions. Key among those needs are autonomy, intimacy, peer affiliation, and self-esteem. In our contemporary society, as well as in some earlier societies, youth gangs function as replacements for family, community, and social institutions to meet those needs. Youth gangs are not unique to our society, but insofar as their activities are violent and illegal, youth gangs threaten the well-being of our youth and our society. These activities examine the role of youth gangs historically and in our society today in relation to meeting adolescent needs. The role of adults and adult gang membership can be studied in relation to youth gangs. Students will look at themselves in their social context.

In the Middle Ages, ***charivaris*** were moblike demonstrations by youth whose purpose was to disrupt the community until a bribe was paid to quiet them. The youth demonstrators viewed their role as guardians of social morality, protesting immoral social behavior. History provides man examples of social organizations configured with great formality to meet the economic, social, affiliative, identity, and self-esteem needs of its members.

Youth Groups–Yesterday and Today. Students review the numerous historical accounts of youth affiliations and reference groups. They study how these groups are similar to and different from the youth affiliations within their own experience and those that they have seen and heard in the media, especially the movies. How do recent films reflect current values and behaviors? Are they like older films, books, or plays? If not, how do they differ?

Mapping Connections. Students use forms of mapping to depict their own family, community, and social affiliations. They create maps that represent their view of themselves in relation to the various people and institutions that comprise their social environments. Ask students to reflect in writing upon how all their social affiliations work to meet their needs.

Questioning Two Tragedies–and Rewriting the Endings. The poet W. H. Auden called Romeo and Juliet "not just the tragedy of two individuals but the tragedy of a city." After reading and/or viewing *Romeo and Juliet* and *West Side Story,* students respond to the following questions: What differences do they see in the two presentations of the story of two adolescents trapped in an interfamilial war. Why did Romeo and Juliet die the way they did? How are the deaths in both plays personal tragedies? How are the deaths in both plays losses to the cities in which they occur? Who is responsible? In what ways are the young characters responsible for the civic and personal losses? This discussion will touch upon the issues of personal choice and moral responsibility. In what ways is the whole city responsible? In what ways are members of the older generation—parents and role models—responsible? What options might the characters have had to act in ways that could have saved themselves and/or helped their cities? Would Romeo and Juliet have been helped, and perhaps saved, by counseling?

Students write an alternative ending to the Shakespearean play and the Bernstein musical—a future that students envision for Romeo, Juliet, Tony, and Maria had they survived the events in the plays. For example, could those teens have helped to solve the Montague vs. Capulet conflict, or the Jets vs. Sharks conflict? Does the musical trivialize the subject matter of the play?

Please Note. Middle schools where youth gangs are a factor in the lives of the students may wish to coordinate these activities with intervention by a psychologist in the field.

In middle schools where youth gangs do not present an influence in the lives of the students, these activities remain useful. Adolescent peer groups, historically and today, present an important and concrete example for the implementation of this performance indicator. Using history, literature, personal reflection, and student writing, the schools as social institutions can function to improve their students' objective understanding of themselves in relation to the various social institutions in their lives.

Further Exploration. Teachers and schools who wish or need to expand upon the activities presented her can do so in both cognitive and affective domains. For example, the class might study the novel *Lord of the Flies*. Students can analyze and evaluate the social systems the two sets of boys create. Many of the questions regarding *Romeo and Juliet* and *West Side Story* would be appropriate here.

Students research gangs, secret societies, hate groups, and cults in the library media center and on the Internet. What are the characteristics of each? What do they offer members? Why are people drawn to these groups? The library media specialist should work closely with the teacher to teach students to evaluate such material before permitting students to get online. Hunterdon Central Regional High School has developed a Web page evaluation form that looks at the basic information needed.

Connections. Through the study of youth gangs, youth needs, and youth in their communities, students and teachers will engage in informed civic discourse about how to resolve conflicts between diverse cultures in our democratic society (Standard 6.2).

Resources. The following resources provide support for the suggested activities:

Ballantyne, R. (1995). *Coral island.* Puffin. (Fiction)
Bernstein, L. (1958). *West Side Story: A musical.* Random House.
Branch, Curtis. (1997). *Clinical interventions with gang adolescents and their families.* Boulder, CO: Westview Press.
Covey, H. C., Menard, S., & Franzese, R. J. (1992). *Juvenile gangs*. Springfield, IL: Charles C. Thomas.
Erikson, Erik. (1974). *Identify and The life Cycle.* W. W. Norton.
Garfield, L. (1993). *Romeo and Juliet: Illustrated and abridged.* Knopf.
Golding, William. (1954). *Lord of the Flies*. Many editions.
Milburn, J. (1995). *Teaching social skills to children and youth.* Allyn & Bacon.
Oliver, M. (1995). *Gangs: Trouble in the streets.* Enslow.
Romeo and Juliet; West Side Story. (1965). New York: Dell.
Shakespeare's seven ages of man speech is from *As You Like It*.
Stanley, T. (1997+). *Tookie speaks out against gang violence Series.* Powerkids Press.

Indicator 8: Understand how historical and contemporary ideas, perceptions, and occurrences have led to prejudice, discrimination, expulsion, genocide, slavery, and the Holocaust.

This indicator focuses on past and present instances of discrimination and bias committed by individuals and/or institutions. Students should know that such events have taken place in New Jersey, United States and world history.

LEARNING ACTIVITIES: Grades 5–8

PREJUDICE AS GOVERNMENT POLICY
The Story of Seabrook Farms

Historical Period: U.S. History—Industrial America and the Era of World War (1870–1945)

Historical Theme: The History of Population Movements

Overview. In wartime, generally speaking, government regulation is more intrusive than in peacetime. Government's first mission is to protect and defend its people. Sometimes mistakes are made in the pursuit of this goal. In the months following the Japanese bombing of Pearl Harbor, the United States government interned several thousand Japanese Americans in camps scattered throughout California and the Northwest. The most well-known of these internment camps, Manzanar, confined hundreds of families in abandoned air force barracks located in the California desert. Despite harsh conditions, these families farmed the land, built schools and created a vibrant community at Manzanar. After the war, Japanese Americans were recruited from Manzanar and other government-run internment camps to work in the fields and frozen processing plant at Seabrook Farms, in New Jersey's Cumberland County. The Seabrook Educational and Cultural Center maintains a museum and records of the lives of the people who came to work there after the war, including the transplanted Japanese Americans. (*Note*: In 1994, the United States government officially apologized to Japanese Americans for this regrettable incident.)

Japanese American Internment during WWII. Discuss the internment of Japanese Americans during World War II. Review the stated reasons for this unfortunate action, and explain that the decision to intern these people was based on the unfair apprehension that Japanese Americans would be loyal to Japan, the wartime enemy, rather than to their adopted country. Emphasize that the U.S. government's internment of Japanese American citizens was government-sponsored discrimination. Students research internment policies of other governments in recent history and learn that governments have sometimes found popular support for such policies, however unwise or unfair.

Seabrook Farms. A field trip to the Seabrook Educational and Cultural Center acquaints the class with the workforce recruited to work at Seabrook Farms. Students view films, read first-person accounts, and discuss the confiscation of the property and forced relocation of Japanese American citizens from California during World War II. Students consider the complex motives behind this extraordinary government action, which included fear of the wartime enemy, economic pressure to eliminate Japanese property from local markets, and racism.

It's Happened Before . . . and Since. Discuss how the Japanese American internment was similar to, and also vastly different from, the Holocaust in Europe, apartheid in South Africa, or the cultural revolution in China. Help students understand the nature of the ideas, perceptions, and events that have permitted official government inhumanity toward sections of its population in many countries throughout history.

Finally, students and teachers may study the Bill of Rights. They may articulate its purpose and analyze the specific rights of citizens that the government violated when it sponsored the removal and internment of Japanese American citizens. Students also analyze which rights protect which areas of their own lives.

Further Exploration. There are people everywhere whose lives were changed because of government-sponsored prejudice, discrimination, expulsion, genocide, slavery, and the Holocaust. Invite community members affected in this way, such as Holocaust survivors, to work with the students on the activities for this indicator.

Connections. By understanding the government action described above, the students will gain a clearer understanding of the need to consider the rights of all Americans even in wartime (Standard 6.1, Indicators 2, 4, 6, 11, and 13). By studying the groups of people recruited to South Jersey to work at Seabrook Farms, students will find an example to illustrate the processes, patterns, and functions of human migration and settlement (Standard 6.8, Indicators 7 and 9).

Resources. The following resources provide support for the suggested activities:

Chin, S. (1993). *When justice failed: The Fred Koramatsu story.* Raintree Steck Vaugh.
Hoobler, D. (1996). *The Japanese-American family album.* Oxford University Press.
Houston, D. (1996). *Farewell to Manzanar.* Bantam. (Fiction)
Japanese-American Citizens League National Education Committee. (1994). *The Japanese-American experience: A lesson in American history.* San Francisco: JACL.
Levine, E. (1995). *A fence away from freedom: Japanese Americans and World War II.* Putman.
Seabrook, John. (1995, February 20 and 27). *Personal history: the spinach king.* The New Yorker. pp. 222-235.
Tunnel, M. (1996). The children of Topaz. Holiday House.
Uchida, Y. (1985). Journey to Topaz. Creative Arts Books. (Fiction)

A resource for this indicator is the Seabrook Educational and Cultural Center in southern New Jersey.

Indicator 9: Evaluate the views, beliefs, and impact of different social groups on given historical event or issue.

The history of democracy in the United States may be read as a history of different groups fighting for and eventually achieving greater participation in government. In analyzing the history of democratic reform in the United States, students should realize that the efforts of groups such as African Americans and women to obtain political rights were often thwarted by more powerful interest groups. The following activities focus on New Jersey women and their right to vote in the early republic and on the events and issues that led to a suspension of this right for over 100 years.

LEARNING ACTIVITIES: Grades 9–12

GROUP ACTION ON A SOCIAL ISSUE
New Jersey Women's Suffrage

Historical Period: U.S. History—The Revolution and Early National Period (1763-1820)

Historical Theme: The History of Gender Differentiation

Overview. During the early years of the American republic, New Jersey was the only state that allowed women the right to vote. A provision in the 1776 New Jersey Constitution granted the franchise to "every person worth 50 pounds." This provision was supported by a 1790 law, which explicitly referred to electors as "he or she."

Despite their status as voters, New Jersey women were viewed with suspicion by the major political parties vying for power in New Jersey, the Federalists and the Democratic-Republicans. Both parties feared the potentially strong and somewhat unpredictable influence women could exert in state and local elections. Such fears were magnified by concerns over voter fraud, a widespread problem during a time when the ballot moved around the state and the practice of a secret, or "Australian," ballot had yet to be adopted.

Distrust of women voters reached its zenith in 1807 during a hotly contested Essex County election to determine the site of the county courthouse. The widespread voter fraud in this election was blamed on women voters, and the state legislature subsequently rescinded their right to vote. This right was restored over a century later.

Research on Women's Suffrage. The library media specialist provides access to primary source materials (see the *Resources* section below). These materials should include the perspectives of proponents and opponents of women's suffrage. Prepare selected readings to be distributed to the class. After the students have read the selections, discuss the important issues they see in these readings. Ask them questions such as the following: What is your reaction to the situation described? How do you feel about the right to vote? Should any group in America be excluded from voting? Do you know

of any other times and places where the right to vote was denied? In conjunction with the library media specialist, instruct students on how to do a research paper documenting public attitudes about New Jersey women's right to vote before and since the adoption of the 19th Amendment in 1920. Students do additional research in the library media center on voting rights and related legislation.

Debate on Women's Suffrage. Students stage a classroom debate on women's suffrage. This debate may take the form of a legislative hearing on voter fraud or the deliberations of a political party meeting prior to a major county or state election. Each debating group must prepare a summary of its argument for approval by the teacher and the opposing group (to make sure the students understand the viewpoint to be presented). The debating groups decide on the presentation and on roles for each member. The audience (the rest of the class) cannot interrupt during the debate and scores the debate using a checklist prepared by the teacher and the entire class. Members of the audience critique the presentations after scoring the debate. (An alternate format would permit class members to interrupt the debate with questions and expressions of views.)

Women in Politics. Conduct a discussion of women's involvement in political parties today. Are they involved? How many governors, state and federal representatives, members of state and federal cabinets and executive departments are women? How many Margaret Thatchers, Golda Meirs, Diane Feinsteins, Carol Mosely-Brauns, Lynn Martins, and other outstanding women in government have there been? How do students view their findings on this subject?

Further Exploration. These activities can be followed up with further study on the history of women in New Jersey. Students can use available primary and secondary source materials to develop research papers on the following suggested topics: the history of New Jersey women's suffrage, New Jersey women's volunteer organizations during the Progressive Era, and the role of women in 20th-century New Jersey politics.

Connections. This activity will allow students to locate, access, analyze and apply information about public issues in order to evaluate the validity of different points of view (Standard 6.1, Indicator 14) and analyze the functioning of government processes, such as elections in school, town or community projects (Standard 6.1, Indicator 16). Students should also be able to understand views held by people in other times and places regarding the issues they faced (Standard 6.5, Indicator 14) and analyze how beliefs and principles are transmitted in a culture (Standard 6.5, Indicator 16).The activity can also be related to the impact that women have had on the changing nature of work and the workplace. Students may discuss how gender influences the structure and behavior of institutions, public and private (Standard 6.5, Indicator 17).

Resources. The following resources provide support for the suggested activities:

Crocco, M., & McGoldrick, N. (1993). *Reclaiming lost ground: The struggle for women's suffrage in New Jersey.* New Brunswick, NJ: New Jersey Council for the Humanities. (This definitive study on New Jersey women's suffrage includes many useful primary-source documents.)

New Jersey Historical Society. *Proceedings of the New Jersey Historical Society.* (Includes numerous studies and documents specific to New Jersey women's history. Available at local libraries around the state.)

Alice Paul Centennial Foundation (Moorestown, NJ), the home of New Jersey's most famous suffragette, offers guided tours and lectures (an excellent idea for a field trip). Call for details: (609) 231-1885.

Indicator 10: Evaluate how individuals, groups, and institutions influence solutions to society's problems.

This indicator focuses on the actions of individuals or groups that have positively impacted public policy decisions relating to a broad range of societal problems. Activities provide students with opportunities to study such individual and/or group contributions in the specific context of actions taken to address such societal problems and issues.

LEARNING ACTIVITIES: Grades 9–12

SOLVING SOCIETY'S PROBLEMS
Freedom of Choice in America

Historical Period: U.S. History—The Modern Age (1945 to present)

Historical Theme: The History of Population Movements

Overview. Students are now beginning to examine societal problems involving ethical and moral dilemmas that affect all of us. Are we Americans free to live wherever we choose—and can we all afford to do so? Throughout the 1950s and 1960s, New Jersey's largest cities showed signs of urban decay while its suburban communities prospered. Many of these emerging communities began to use their zoning authority to maintain and improve themselves. Where home ownership was believed to be a major factor in community stability, many communities limited the number of apartments available. Some critics argued that this practice prevented the movement of low- and moderate- income people into their town. With the passage of the Fair Housing Act of 1985, the New Jersey legislature sought to remove these barriers to the free movement of people into the suburbs.

Growth of the Suburbs. Provide students with an overview of the history of suburbanization in the United States. Students examine the growth of the suburbs and the contention of some that certain communities have adopted restrictive zoning practices that discriminated against minorities. To do this, they read selections from contemporary history including historian Kenneth Jackson's famous study of suburban life, *Crabgrass Frontier,* which presents a balanced view of the discussion of the racial and economic politics of housing policy.

The Fair Housing Act and Other Legislation. Students review a copy of New Jersey's *Fair Housing Act of 1985* and discuss whether this law might be effective in preventing discrimination in housing policy. Using print, CD, and online resources available through the library media center, students research other housing-related acts or policies that have been written or passed in recent years. They contact their state and federal representatives with questions about the legislation. In small groups, students examine and analyze the information collected.

Further Exploration. After identifying key elements of the housing situation in New Jersey and analyzing the response of elected officials to the housing question, students evaluate the role of the governor, the Supreme Court, the state legislature, and Congress in addressing the problem of housing discrimination. Students can extend this activity by attending town council or zoning board meetings and conducting a survey of housing needs in their own community.

Connections. This activity allows students to analyze the roles of the individual and the government in promoting the general welfare of the community under the Constitution (Standard 6.1, Indicator 15). The activity also enables students to judge whether a state law serves to maintain continuity or to promote positive change (Standard 6.4, Indicator 11).

Resources. The following resources provide support for the suggested activities:

Jackson, Kenneth. (1984). *Crabgrass frontier: The suburbanization of the United States.* Cambridge: Oxford University Press.

Kirp, David, Dwyer, John, & Rosenthal, Larry. *Our town: Race, housing, and the soul of suburbia.* New Brunswick, NJ: Rutgers University Press.

In addition, *The New Jersey Legislative Manual* would be an excellent resource for these activities.

Indicator 11: Analyze historical and contemporary circumstances in which institutions function either to maintain continuity or to promote change.

Students should understand how institutions—economic, governmental, and cultural—have served both as agents of change and as barriers to social progress.

LEARNING ACTIVITIES: Grades 9–12

CHANGE AND RESISTANCE TO CHANGE
Comparing American Slavery with Russian Serfdom

Historical Periods: World History—The Age of Revolutions (1700–1850)

U.S. History—The Age of the Civil War and Reconstruction (1820–1870)

Historical Theme: The History of Slavery

Overview. Between the 15th century and mid 17th century, Russian feudal lords had accumulated sufficient debt from their peasant laborers to force them into serfdom, a condition of permanent servitude. The institution of serfdom grew during the 18th century as newly opened European trade markets created a greater demand for cheap labor. At the same time in the New World, indentured servants (both Black and White) labored on English farms and plantations. Although indentured servitude survived into the 18th century, it was replaced by total slavery as the cost of importing slaves from Africa declined. Gradually, systems of human bondage began to disappear, first in Western Europe and eventually (by the 1860s) in Russia and America.

Examining the Evolution of Forced Labor Systems. The juxtaposition of American slavery with Russian serfdom provides students with an opportunity to examine the evolution of forced labor systems in two contemporary societies separated by geography. In their comparative investigation of these two systems, students consider the following questions:

- **To what extent did social class differences between serfs and indentured servants affect the development of forced labor in Russia and the New World?** Many indentured servants were formerly free individuals who sold their labor in exchange for the opportunity to achieve wealth in the New World. Landowners in the colonies feared the rebellious spirit of their servants. The growth of African slavery in the colonies coincided with the growing economic demands of the indentured class. In Russia, the feudal hierarchy was more firmly entrenched, making it easier for Russian nobles to impose serfdom on the Russian peasantry.

- **How did global economic trends contribute to the growth of forced labor systems in Russia and the New World?** The opening of new trade markets around the globe generated greater demand for agricultural products, prompting landowners to seek cheaper forms of labor.

Comparing and Contrasting American Slavery and Russian Serfdom. After researching similarities and differences between American slavery and Russian serfdom, students write a short essay on the topic. This essay may extend beyond the above questions to consider theories of institutional change.

Further Exploration. Advanced students who are interested in studying American slavery can read either Eugene Genovese's *Roll*, *Jordan*, *Roll* or Kenneth Stamp's *The Peculiar Institution*. Stamp's book questions whether the system of American slavery was unique.

Connections. This activity requires students to identify patterns and investigate relationships between two institutions (Workplace Readiness Standard 3, Indicator 9) and formulate hypotheses about their historical development (Workplace Readiness Standard 3, Indicator 3).

Resources. The following resources provide support for the suggested activities:

Genovese, Eugene D. (1974). *Roll, Jordan, roll: The world the slaves made.* New York: Pantheon Books.

Gutman, Herbert. (1976). *The Black family in slavery and freedom, 1750-1925.* New York: Pantheon Books.

Kingston-Mann, Ester, & Mixter, Timothy (Eds.). (1991). *Peasant economy, culture and politics of European Russia, 1800-1821.* Princeton, NJ: Princeton University Press.

Kolchin, Peter. (1987). *Unfree labor: American slavery and Russian serfdom.* London: Oxford University Press.

Indicator 12: Argue an ethical position regarding a dilemma from the study of key turning points in history.

Students study the ethical implications of decisions made by individuals and nations at critical turning points in history. This involves higher-order thinking, especially analysis and synthesis as students apply ethical principles to historic incidents. This indicator suggests that students can understand and express an ethical position which seems to imply that students will actually make such judgments about dilemmas posed throughout history. We must ask: What are some of the famous ethical dilemmas of history? How should they be presented to students? These are the major pedagogical questions here.

LEARNING ACTIVITIES: Grades 9–12

ETHICAL ISSUES IN HISTORY
Religious Freedom

Historical Period: U.S. History—The Colonial Period (to 1763)

Historical Theme: The History of Gender Differentiation

The History of Religion

Overview. Throughout history, people have had to make ethical decisions regarding actions contemplated or taken. Sometimes these individuals have been kings, queens, or presidents; more often, they have been ordinary people. As students learn about history, they become aware of these ethical dilemmas and of the response of individuals—sometimes heroic, sometimes less so—to these situations. Students examine the ethical issues of history as part of their academic program.

One of the incentives for immigration to the colonies was the search for religious freedom. The Pilgrims, the Puritans, and the Quakers came for that reason, as did many others. In 1620, the Pilgrims arrived at Cape Cod. They drew up the Mayflower Compact to govern themselves and settled in what they called Plymouth. By the mid 1630s, the Massachusetts Bay Colony was dominated by the Puritan clergy, who would not permit critics to undermine their authority. In 1638 Anne Hutchinson chose to challenge this authority in light of her own interpretation of religious dogma. This confrontation led to her expulsion from the church and banishment from the community. She settled on the island of Aquidneck, which became Rhode Island in later years. There she founded the town of Portsmouth. A spin-off settlement was founded in Newport the following year (see Langer, 1968).

Religious Intolerance in the Colonial Period. Students conduct research on religious intolerance, especially among groups who left their homes in Europe for religious freedom. They investigate questions such as the following: What events in England caused the Pilgrims to leave Plymouth, England, for the New World? Why did they feel that had to leave? What settlements were established in America by these people and others seeking religious freedom? How much freedom of thought was permitted among the congregation in New Plymouth? Why are there sometimes restrictions on freedom of thought and speech in certain settings? Are such restrictions ever justified or necessary for the survival of the group? What do students think about these issues? How do they apply to modern issues in the various churches and congregations?

Profiling Anne Hutchinson. Students view the film *Profiles in Courage: Anne Hutchinson* and/or read excerpts from her testimony before a Puritan Court. A class discussion follows in which students examine the reason for Anne Hutchinson's dilemma and evaluate the effects of the controversy on the Massachusetts settlement.

Further Exploration. Students could explore other examples of dilemmas faced by Americans at critical points in our history. Examples include John Adam's decision to defend the British soldiers connected with the Boston Massacre or George Mason's decision to oppose the ratification of the Constitution of the United States.

Connections. This activity requires students to evaluate the views, beliefs, and impact of different social groups on a given historical event or issue (Standard 6.4, Indicator 9); analyze historical circumstances in which institutions function either to maintain continuity or to promote change (Standard 6.4, Indicator 11); and evaluate actions an individual, group, or institution might take to counteract incidents of prejudice, discrimination, or expulsion (Standard 6.4, Indicator 13). Students also can weigh the multiple influences of gender, family background, religion, ethnicity, socioeconomic position, and nationality on individual identity (Standard 6.5, Indicator 17).

Resources. The following resources provide support for the suggested activities:

Bailey, Thomas, & Kennedy, David. *The American Spirit.*
Kennedy, John. *Profiles in Courage.* Many editions.
A Profile in Courage: Anne Hutchinson [Videotape].
Kent, Donald. *The Plymouth Legacy*. (A book-length account of Plymouth and the Pilgrims available free from Alpha Publications, Box 95, Bloomfield, NJ 07003)
Langer, William L. (1968). *An encyclopedia of world history.* Boston: Houghton-Mifflin.
Brockhampton Press. (1994). *Dictionary of World History.* London

Indicator 13: Evaluate actions an individual, group, or institution might take to counteract incidents of prejudice, discrimination, expulsion, genocide, slavery, and the Holocaust.

New Jersey law requires us to teach the issues relating to the Holocaust in order to educate our students about the terrible consequences of prejudice and bigotry. Students learn about the Holocaust and other genocides within the context of a total program of prejudice-reduction education.

LEARNING ACTIVITIES: Grades 9–12

COUNTERACTING PREJUDICE
Diary of a Young Girl by Anne Frank

Historical Period: World History—The Age of Imperialism and World War (1850-1950)

Historical Themes: The History of Social Classes and Relations

Overview. A primary source speaks to us across time and place as we look at events through the eyes of an individual who is witnessing and experiencing those events. It places a human face on the event and permits us to connect with those events. When those events involve the recounting of the loss of human rights and the loss of home, health, and even life, the pain and suffering of the victims becomes more real to us. The famed diary of a teenage girl in hiding during the days of the Holocaust remains a touching and thought-provoking tale of those terrible years. Anne Frank's words speak to young and old of the hopes and confusion of a young girl in her teen years but it also speaks of the hopes, fears, tensions, and joys of a girl forced into hiding with her family and neighbors because of their religious beliefs. In Anne's words, we can find the eagerness of the young to experience life, to experiment with new relationships and experiences, the eternal tug of war of love and frustration between mother and teenage daughter, the rapid changes of a mercurial personality, tensions between siblings, and all of the other moods and emotions of a young teenage girl. However, in the diary we also find the expressions of anguish and fear of one who is caught up in a terrible time of human destruction, a personal view of the actions and attitudes of others caught up in that same nightmare, and the tenacity of spirit that holds to a basic belief in human goodness. With the knowledge that the young Anne has her life taken away in the death camp, Bergen-Belsen, the reader also is made aware of the terrible price that humanity must pay when discrimination, prejudice, and hate are permitted to flourish unchecked in the world.

The Basic Story. The story of Anne Frank has been told and retold in many formats—in her journals, in plays, in books written by others, in films, in audio recordings, in versions modified for younger children, and in photographs. Assign different formats of the tale of Anne Frank to individual students or groups of students. They analyze the events of the times and the behavior of individual humans through Anne's eyes and the eyes of others.

Students React to the Story. In class, discuss the impressions made upon the students by the different versions, and identify those emotions and reactions to Anne's story that are most common regardless of the format. Develop a webbing or mapping exercise in which students identify the problems encountered by a person who must live for a long period of time in such limited space and in such restrained circumstances.

The Human Lessons. Students explore and analyze the views and beliefs of those who volunteer to take the risk of assisting those in peril. They make a chart contrasting and comparing these views and beliefs with those of the perpetrator and the collaborator. Next, students write a description of the relationship that develops between the victims of this inhumanity and the rescuer who tries to protect them. Using Anne Frank as an example, they write an editorial on the terrible cost of hate and prejudice to the human experience.

The Historical Context. Students investigate the events that were taking place in the Netherlands during the time that Anne and her family were in hiding. In small groups, they create a timeline of these events. On the opposite side of the timeline, list the events of Anne's life in the attic according to her diary. Students identify the joys, horrors, and tensions of life during that time period for those in hiding and those who were not in hiding but who lived their daily lives under the oppressiveness of the Nazi conquest. They analyze and evaluate how the written works and artistic representations of those who were witnesses and victims provide us with a realistic understanding and insight into the tragic dimensions of the Holocaust.

Further Exploration. Locate and read other eyewitness accounts of the Holocaust and of other tragic examples of human destruction in history, such as the genocide of the Armenians; the horrors of Stalin's planned famine in the Ukraine, the genocide in Cambodia or Rwanda, the Trail of Tears in American history, the treatment of the Aborigines in Australia, the forced immigration and enslavement of Africans, and countless other examples of inhumanity. Compare and contrast the authors' views, thoughts, emotions, and experiences with those recorded by Anne Frank.

Connections. These activities can be connected to Social Studies Standards 6.1, 6.3, 6.4, and 6.5 and World Languages Standard 7.2. Many connections may also be made with the Language Arts Literacy Standards and the Visual and Performing Arts Standards. By studying the works of literature, music, and art created by the victims of inhumanity, the student is able to develop a better understanding of the importance of ideas such as democracy, responsibility for defending the rights of everyone, and a basic respect for the human rights and humanity of all.

Resources. The following resources provide support for the suggested activities:

American National Committee. (1988). *The Armenian genocide,* 1915–1923. Glendale, CA: The Committee, Western Region. (Available from the New Jersey Holocaust Commission)

Irish Famine Curriculum Committee. (1996). *The great Irish famine.* Moorestown, NJ: The Committee. (Available from the New Jersey Holocaust Commission)

New Jersey Commission on Holocaust Education. (1996). *The Holocaust and genocide: Caring makes a difference* [Curriculum guide in two volumes: K-8 and 9-12]. Trenton: The Commission.

The following are but a few of the many eyewitness accounts available for students to read:

Cohen, Elie A. *The abyss: A confession.*

Frank, Anne. *Anne Frank's tales from the secret annex.* (This contains material written by Anne Frank but discovered and published only after her father's death.)

Heyman, Eva. *The diary of Eva Heyman.*

Klein, Gerda Weissman. *All but my life*.

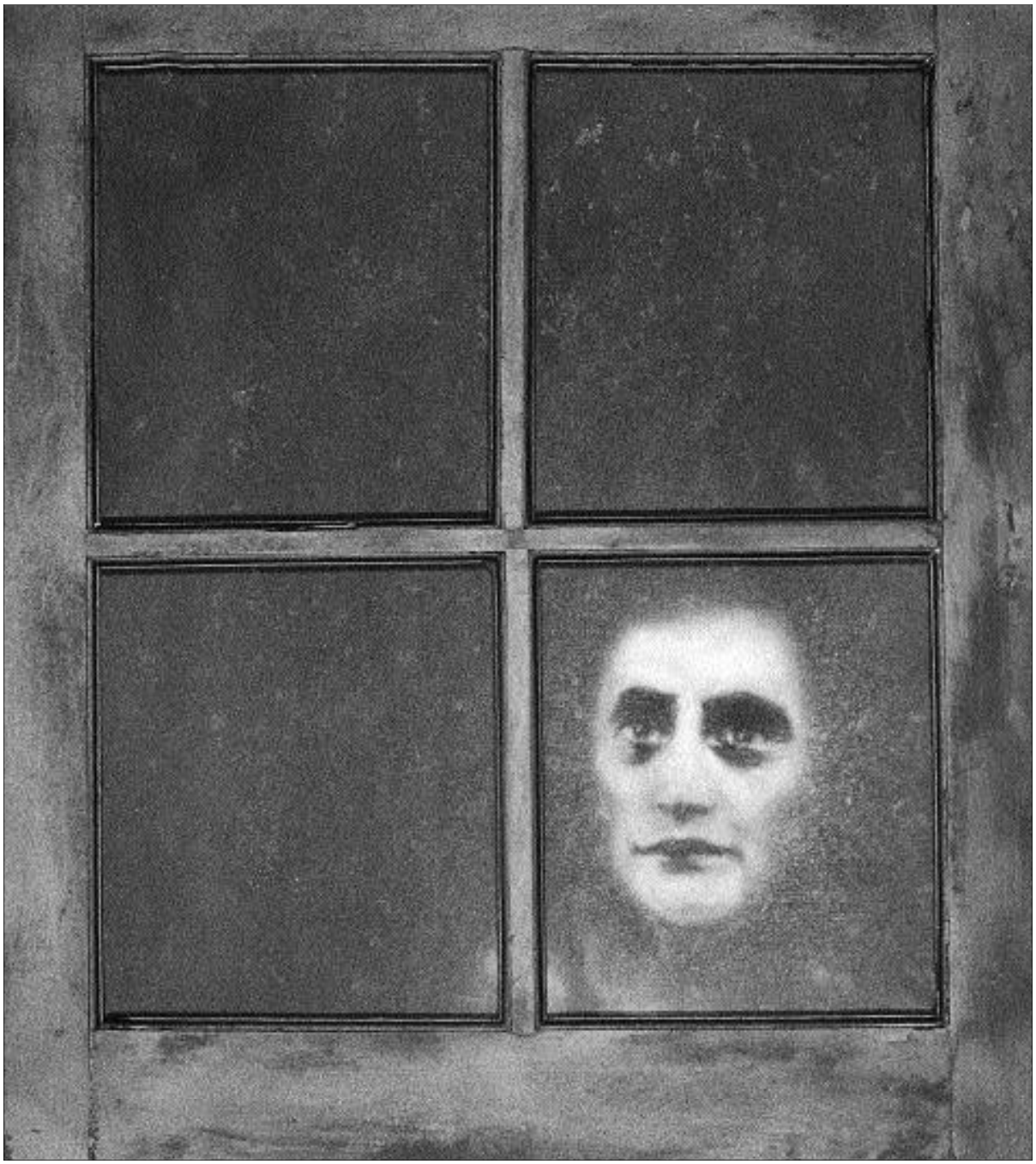
Leitner, Isabella. *Fragments of Isabella: A memoir of Auschwitz.*

Oberski, Jona. *Childhood: A remembrance.*

Schnable, Ernst. *Anne Frank: A portrait in courage.*

Stanislaw Adler. *Diary of Stanislaw Adler.*

(This activity was developed by the New Jersey Holocaust Commission.)



Frank Root, *Anne*

Standard 6.5
CULTURES AND HISTORY

All students will acquire historical understanding of varying cultures throughout the history of New Jersey, the Unites States, and the world.

INTRODUCTION TO STANDARD 6.5

Standard 6.5 requires students to understand three important concepts as they apply to the history of New Jersey, the United States, and the world:

- Culture as a system of human survival and adaptation
- Culture as a set of adaptive responses to specific environmental, economic, and political conditions
- Culture as a fluid and dynamic process

In studying materials relating to these concepts, students move beyond a narrow sense of themselves and their communities to a more sophisticated understanding of how different cultures have evolved over time. Standard 6.5 anticipates that students will acquire an understanding of these concepts through exposure to a sequence of history instruction that emphasizes the following themes:

- **The History of Religion,** which covers the major religions of the world, especially Christianity, Judaism, Hinduism, Islam, and Buddhism.
- **The History of Literature,** which includes the novel, poetry, and the drama of the major periods.
- **The History of the Arts,** which includes the painting, sculpture, music, and architecture of the major periods.
- **The History of Education,** which includes the development of systems of education and the growth of legal doctrines surrounding the public schools.
- **The History of Law,** especially the legal traditions that contributed to the growth of American law, including Roman law and the English common law.
- **The History of Popular Culture**, which is the study of the leisure and nonoccupational activities of people of every social class and every period of history-and their cultural and social implications.
- **The History of Philosophy and Social and Political Thought,** as they have reflected, changed, and been influenced by society and government—especially those thinkers whose ideas contributed to the growth of democracy.

The sample learning activities developed for Standard 6.5 focus on the above themes and are designed to introduce students to the basic anthropological concepts of human survival and adaptation, cultural conflict, and cross-cultural diversity. The historical themes and historical periods highlighted by each indicator's sample learning activities (listed in Tables 5 and 6) are noted on the activity pages for the indicator.

The sample learning activities highlight both the material elements (e.g., tools, housing, clothes) and nonmaterial elements (e.g., values, attitudes, behaviors and belief systems) of culture. This section includes an elementary-level activity on the stone tools of early Native American tribes; an activity that asks middle school students to find evidence of shared customs within their peer groups; and a secondary-level activity that examines the impact of different cultural groups on the cities of Boston, New York, and Philadelphia. Teachers and other curriculum developers may use these sample learning activities or develop their own activities that explore the material and nonmaterial aspects of cultural adaptation, conflict, and change over time.

Descriptive Statement: Because we live in an interdependent world, students should be aware of the variety of approaches used by different cultures to define and meet their basic needs. Students should understand the impact of different cultures and civilizations at specific times and over time, and be aware of cultural similarities as well as differences. As students become more aware of varying cultures, they are more likely to understand themselves, the diversity and cultural values of others, and people in their own communities and in other parts of the world.

In order to ensure that students share a common core of knowledge, by the end of their school experience students should have studied all five of the major periods in United States History and all seven of the World History periods cited in the Introduction to the History Standards. School districts are encouraged to define the balance among materials from Western, Asian, African, and other world cultures in each of these periods. Furthermore, several suggested themes are included among the history standards to enhance and enrich the study of history.

Cumulative Progress Indicators:

By the end of Grade 4, students:

1. Identify common elements found in different cultures.
2. Describe ways that family members, teachers, and community groups influence students' daily lives.
3. Describe the customs of people from different geographic, cultural, racial, religious, and ethnic backgrounds.
4. Describe the influence of technology in daily life.
5. Understand material artifacts of a culture.
6. Examine particular events, and identify reasons why individuals from different cultures might respond to them in different ways.

Building upon knowledge and skills gained in the preceding grades, by the end of Grade 8, students:

7. Analyze differences and similarities among cultures.
8. Analyze the influence of various cultural institutions, such as family, religion, education, economic and political systems, on individual decision-making.
9. Understand the customs of people from different geographic, cultural, racial, religious, and ethnic backgrounds.
10. Analyze the political, social, economic, and technological factors which cause cultural change.
11. Analyze how different cultures deal with conflict.
12. Analyze how customs are transmitted in cultures.

Building upon knowledge and skills gained in the preceding grades, by the end of Grade 12, students:

13. Analyze the mutual influences among different cultures throughout time.
14. Understand views held by people in other times and places regarding issues they have faced.
15. Interpret how various cultures have adapted to their environments.
16. Analyze how beliefs and principles are transmitted in a culture.
17. Understand the multiple influences of gender, family background, religion, ethnicity, socioeconomic position, and nationality as the bases for analysis of individual identity.
18. Evaluate the mutual influence of technology and culture.

LIST OF LEARNING ACTIVITY TOPICS FOR STANDARD 6.5

Grades K–4

Indicator 1: *Elements of Cultures—Ramadan: The Muslim Month of Fasting*

Indicator 2: *My Family* ***(Grades K-2)***

Indicator 3: *Customs of the World*

Indicator 4: *Technology in Early America—Stone Tools of the Lenape* ***(Grades 3-4)***

Indicator 5: *Cultural Artifacts (Materials)—Dolls in Many Cultures* ***(Grades K-2)***

Indicator 6: *How Our Culture Affects Our View of History—Christopher Columbus's Arrival in America*

Grades 5–8

Indicator 7: *Defining Culture* ***(Grades 5-6)***

Indicator 8: *The Culture and the Individual—Culture and Identity*

Indicator 9: *Customs of the World's People—The Growth of Islam*

Indicator 10: *Factors in Cultural Change—Prehistoric Agricultural Communities*

Indicator 11: *Cultural Conflict—European American Settlers, African American Slaves, and Lenni Lenape Indians: Responses to Conflict in Colonial New Jersey*

Indicator 12: *Cultural Transmission of Customs—Rhetoric in Ancient and Modern Societies*

Grades 9–12

Indicator 13: *How Cultures Influence Other Cultures—British Imperialism in the Far East*

Indicator 14: *Understanding People at Another Time in History—The Butterfly*

Indicator 15: *How Cultures Adapt—City Planning in Colonial America*

Indicator 16: *Cultural Transmission of Beliefs and Principles—Republican Virtues and the Education of Young Patriots*

Indicator 17: *How the Culture Shapes Us—James Baldwin*

Indicator 18: *Technology and Culture—The Cultural Impact of Scientific Revolutions*

Indicator 1: Identify common elements found in different cultures.

Beginning in the elementary grades, students should learn to identify common elements of a culture. The also begin to compare these elements across many cultures other than their own as a way to deepen their understanding of their own culture.

LEARNING ACTIVITIES: Grades K–4

ELEMENTS OF CULTURES
Ramadan: The Muslim Month of Fasting

Historical Periods: World History—The World of Hemispheric Interactions and the "Middle Ages (specifically 622 to 1400) through The Modern World (1950 to present)

U.S./N.J. History—The Modern Age (1945 to present)

Historical Theme: The History of Religion

Overview. Comparisons of cultural elements across cultures would include comparing the major religions of the world. One of these, of course, is Islam. Once each year, Islam prescribes a rigorous, monthlong fast (***siyam, sawm***) during the month of ***Ramadan***. It is the ninth month of the Muslim calendar, which is based upon the phases of the moon. From sunrise to sunset, all adult Muslims (whose health permits) are required to completely abstain from food and drink. ***Ramadan*** is a time for reflection and spiritual discipline, for expressing gratitude for God's guidance and atoning for past sins, for awareness of human frailty and dependence on God, as well as for remembering and responding to the needs of the poor and the hungry.

The rigors of the fast of Ramadan are often heightened in tropical and subtropical Muslim countries, where severe heat makes the daylight fast all the more taxing. Relief comes only at dusk, when the fast is broken by a very elaborate and heavy meal, involving a number of courses, for which a number of special dishes are cooked. The breaking of the fast is seen as a community event, and it is often used as an excuse to get together with extended family and friends. The fast is always broken first with the eating of a date, the symbolic fruit of the desert and the Arabian peninsula where Islam was born, followed by several glasses of water and then tea. During the month of fasting, families awake before sunrise for breakfast, the only meal that will sustain fasters until sunset.

The month of fasting comes to an end with a great celebration, ***Eid al-Fitr,*** that lasts for three days and can be seen as akin to the celebration of Easter in the Christian world. For this occasion elaborate sweet dishes are prepared in the homes, and on the nights immediately before the holiday, families are found swarming the streets shopping for new clothes and jewelry. Families gather together

to celebrate the occasion and spend the days paying visits to friends, sampling the different sweets and hors d'oeuvres of each house.

The Tradition of Fasting. Fasting is a common requirement in many religions. As described above, for Muslims this involves a daylong abstinence, even from water, and lasts for one month. The Jews fast for ***Yom Kippur***, which translates as the "Day of Atonement." From sundown of the night before ***Yom Kippur*** until sundown of ***Yom Kippur***, nothing is permitted: No food, no water, no smoking, no writing, no activity, but the contemplation of one's sins and atonement for them. For some Christians, on the other hand, fasting is limited to the seven weeks of Lent before Easter; water is not restricted, only the type and amount of food. Hindus fast in the context of a vow. Duration of fast varies from a couple of days to lifetime. Sometimes they wish for "eternal enlightenment," in which case the fast can last a lifetime. More commonly they fast for specific personal wishes, such as the marriage of a child or good fortune.

Develop questions based upon the religious and cultural experiences of the students in the class. Students can introduce their peers to the fasting rituals observed by their families and help those not familiar with the tradition of fasting to understand it as a phenomenon both religious and otherwise. Students not accustomed to traditions of fasting in their households may contribute to the discussion by commenting on the way in which they view fasting. Ask questions such as: Can it enhance spirituality? Is fasting good for the health of a human being?

Further Exploration. Read passages from the Hebrew Bible and the Koran that address the subject of fasting and how it should be practiced.

Connections. This activity teaches students the customs of people from different religious and ethnic backgrounds (Standard 6.5, Indicator 3).

Resources. The following resources provide support for the suggested activities:

Chaikin, M. (1986). *Sound the shofar: The story and meaning of Rosh Hashanah and Yom Kippur.* Clarion.
Cohen, B. (1981). *Yussel's prayer: A Yom Kippur story.* Lothrop, Lee & Shepard. (Fiction)
Eliade, Mircea. (1978). *A history of religious ideas.* Chicago: The University of Chicago Press.
Esposito, John L. (1988). *Islam: The straight path.* New York: Oxford University Press.
Fishman, C. (1997). *On Rosh Hashanah and Yom Kippur.* Atheneum.
Ghazi, S. (1996). *Ramadan.* Holiday House.
Hopf, L. (1998). *Religions of the world.* Prentice-Hall.
Matthews, M. (1996). *Magid fasts for Ramadan.* Clarion. (Fiction).

Indicator 2: Describe ways that family members, teachers and community groups influence students' daily lives.

The study of families and community members has been traditionally an important part of the social studies program. This indicator focuses on those issues in the early grades as the beginning of the traditional "expanding environment" program. This leads to the study of neighborhood, community, and an ever-expanding focus that includes the state, the nation, and the world.

LEARNING ACTIVITIES: Grades K–2

MY FAMILY

Historical Periods: World History—The Ancient World (2000 BC-500 AD) through The Modern World (1950 to present)

U.S./N.J. History—The Modern Age (1945 to present)

Historical Theme: The History of Popular Culture

Overview. Family-related activities for this indicator can include the study of one's own family as well as those of other cultures and other times. Studying the family is an experience that provides the student with a firm foundation for later life and later learning in social studies. In addition to their own families, they learn that they are part of the family of all people throughout the world.

Students analyze their own families and communities and also the valuable role that their teachers play in their lives. Activities for this indicator would include many of the traditional "expanding environment" topics.

Stories about Family Members. Students write about their own families, describing each family member and his/her role in the family and importance to the student. Each student prepares a booklet including these written profiles as well as portraits of each family member. The portraits can be a mix of drawings and photographs. Family members can contribute to the booklet. Display these booklets in the classroom. (There are, of course, any number of excellent materials and programs for this activity.)

Interaction of Family Members. Present students with a series of photos of family interactions (available in most family life education textbooks for high schools). Ask students to describe what is happening and to identify the role of each family member.

Diversity. Students talk about the diversity in family structures that they have seen or experienced. Encourage students to share details of daily family life regarding parental roles and attitudes, rela-

tionships with the children, and relationships with the extended family of relatives; unique ethnic family customs; and celebration of holidays and other special days, including birthdays. These discussions will enable students to become aware of diversity and to accept it.

Families on TV. Select a television show that portrays family life in a wholesome context. Ask students to watch one episode at home and note any positive or negative interaction between the characters. Ask questions such as the following: What happened in the show? What did you learn from it? How does this apply to your life and your family? (Family life texts and workbooks provide numerous activities on this topic.)

Different Places, Different Times. Students study family life in other parts of the world and at other times in history. Discuss how the roles of family members have changed. Ask questions such as the following: How have the roles of men and women as husbands and wives changed since ancient Greece and Rome? Research these questions using any of the many books on this subject available in the library or bookstore. (There are new titles coming out every week.)

Further Exploration. Students read about family life in ancient days in Egypt, India, and China and compare/contrast it with their own family life. Students work in groups to develop profiles of typical family members from other societies and other times in history.

Connections. See Standard 6.4, Indicators 2 and 7, for relevant social studies topics. See also Comprehensive Health Standard 2.4, Indicators 3 and 4, on families and family life.

Resources. The following resource provides support for the suggested activities:

Anholt, C. (1998). *Catherine and Laurence Anholt's big book of families.* Candlewick Press.
Carroll, C. (1997). *How artists see families.* Abbeville Press.
Chisholm, J. (1992). *Early civilizations.* EDE Publications.
The Dream Violin and other stories of children around the world. (1995). Highlights for Children.
Families around the world Series. (1985+). Lerner.
Families the world over Series. (1985+). Lerner.
Nestor, H. (1992). *Family portraits in changing times.* New Sage Press.
People and places Series. (1997+). Millbrook Press.
See through history Series. (1993+). Viking Press.

Indicator 3: Describe the customs of people from different geographic, cultural, racial, religious, and ethnic backgrounds.

The term customs includes everything from modes of dress, shelter, food service, and warfare to behavioral rules—norms that may relate to morality (mores) or other kinds of behavior (folkways).

LEARNING ACTIVITIES: Grades K–4

CUSTOMS OF THE WORLD

Historical Periods: World History—The Modern World (1950 to present)

U.S./N.J. History—The Modern Age (1945 to present)

Historical Themes: The History of Religion

The History of the Arts

The History of Education

The History of Law

The History of Popular Culture

Overview. The study of customs is an important subject. Across the world, the influence of geography, ethnicity, race, and culture result in customs that are unique to certain places and groups. The teacher may wish to focus on one custom or a set of customs from representative regions to enable students to learn more about cultural differences. These activities focus on the humanities: religion, literature, arts, education, law, popular culture, and philosophy and social and political thought. The standard says that a "designated number" of these themes should be studied within the historical periods identified in Table 6 of this *Framework.* It is recommended that such studies be conducted within whatever history is studied at the grade level. Thus, a unit on Aztec history could include a consideration of Aztec religious customs and Aztec law.

An Introduction to Customs. Students bring in pictures of individuals from different countries. Sources include local newspapers as well as materials found in the school library media center or the local library. Students develop a chart of characteristics to be used in describing the pictures. The list would include mode of dress, style of building, kinds of cars or other vehicles used, and so on. The development of such lists will help with the development of concepts related to the understanding of cultures. Develop with the class a retrieval chart for the various kinds of customs.

Gestures. Gestures are a significant form of communication all over the world. Students make a list of typically American gestures along with their meaning. They draw pictures of the hand gestures and identify their meaning. Students then research gestures used in other parts of the world. This is an

opportunity to involve families who are from other countries and other cultures. Students make a list of gestures from other cultures and their meanings.

Language Differences. We have one word for falling ice crystals: "snow." Inuits have 20 words for this phenomenon. There are many other language differences across cultures that students can investigate, beginning with their own families and communities.

Clothing Customs. Ask students to think of some customs that Americans have regarding dress. They make a list of these customs, which include white shirt and tie for male business attire, short pants for casual wear during the summer, pantsuits for women in some situations (but not all). Ask how these customs differ from customs that the students have heard about in other countries. Again we go back to our families and our community for this investigation in which students uncover real cultural differences.

Ethnic Group Research. In cooperative learning groups, students choose an ethnic group for study. The library media specialist assists the students in finding information about the music, dance, food, and other cultural artifacts of their chosen group. After doing the research, the students decide how they will demonstrate the information to the class.

Further Exploration. Students identify artifacts (objects that are human creations) within the community that are related to different ethnic or religious groups. Make a list of these by group: ***wonton soup*** (Chinese); ***sushi*** (Japanese); ***beret*** (French); ***sombrero*** (Latino); ***yarmulke*** (Jewish); ***Sacred Heart image (Catholic)***; and so forth. Students study diversity in their own communities as a means of understanding the American concept of a "melting pot." They speculate on the significance of so many diverse groups living in relative peace and harmony.

Resources. The following resource provides support for the suggested activities:

Albyn, C. (1993). *The multicultural cookbook for children.* Oryx Press.
Cole, T. (1996). *Why do we wear that?* Franklin-Watts.
Cooking the…way Series. (1982+). Lerner.
Ingpen, R. (1996). *A celebration of customs and rituals around the world.* Facts on File.
Irving, J. (1987). *Glad rags: Stories and activities featuring clothes for children.* Libraries Unlimited.
Macionis, John J. (1991). *Sociology.* Englewood Cliffs, NJ: Prentice Hall.
Morley, J. (1995). *Clothes for work, play, and display.* Franklin-Watts.
My first book of clothes. (1991). Random House.
Wilkins, P. (1996). *A celebration of customs and rituals of the world.* Facts on File.

Indicator 4: Describe the influence of technology in daily life.

Students can compare technology and cultural elements of today with technology and culture of the past. By creating a parallel between ancient and modern technologies, and other cultural traits, the students can begin to understand that although tools differ in materials and design, they serve the same function in many cultures. By comparing these and other elements of culture, such as housing, clothing, and food, the student gains a better understanding of the concept of culture.

LEARNING ACTIVITIES: Grades 3–4

TECHNOLOGY IN EARLY AMERICA
Stone Tools of the Lenape

Historical Periods: World History—Prehistory (to 2000 BC)

U.S./N.J. History—The Modern Age (1945 to present)

Historical Themes: The History of the Arts

The History of Popular Culture

The History of Philosophy and Social and Political Thought

Overview. This activity compares the Native American cultures of the present with those of the past. By comparing past and present-day Native American technology and other cultural elements, students can begin to understand that although tools differ in materials and design, they serve the same function in many cultures. Fourth-grade classes may study the lifeways of the Lenape of New Jersey by examining the technology they employed to build homes, furniture, and other essential objects. They compare this technology with the technology used to create the same objects today.

Comparing Building Tools. Obtain the following materials:

- Eight small and thin pieces of soft wood
- A variety of different shaped stones that could be held in the hand
- A hammer and a few small nails
- A few leather straps
- One manual screwdriver, one electric screwdriver, and a few small screws

Students identify each object. Ask them which objects would have been used by the Lenape of New Jersey and which ones are used today. Demonstrate the function and utility of each tool by joining the boards first with nail and stone, then with nail and hammer, then with the leather straps, and finally with screws, alternating between the electric and manual screwdrivers. Emphasize the fact that the last four items on the list are all tools that can be used to join materials for building homes,

chairs, and other structures. The students decide which of the boards are joined the best and what tools seem most difficult to use.

Material Elements of Culture. Students compile a list of things that were built or used by the Lenape and are also used by the people of today. Houses are cultural elements common to both past and contemporary cultures. Students compare Lenape longhouses and modern homes with respect to method of construction, materials, and design. They identify both similarities and differences in the housing of each culture.

As students list additional common cultural elements, they make connections between the material elements of the past culture and those of today. Ask them if they can think of other things that are part of a ***culture***.

Further Exploration. A visit to Native American cultural exhibits would expand the students' experience with the full range of Stone Age technology. Numerous comparisons and examples can be collected for class use. Students may be interested in comparing the atlatl and bow and arrow to modern hunting weapons. Demonstrating the construction of stone tools through flint knapping with a follow-up visit to a tool factory would further contrast the technology of the past with the technology of the present.

Connections. In addition to teaching students about the common elements found in all cultures, these activities demonstrate the influence of technology in daily life (Standard 6.5, Indicator 4) and foster an appreciation of the material artifacts of culture (Standard 6.5, Indicator 5). Students also practice the selection of appropriate tools and technology for specific activities (Workplace Readiness Standard 2, Indicator 2).

Resources. The following resources provide support for the suggested activities:

Bock, W. (1974). *A coloring book of first Americans: Lenape Indian drawings.* Middle Atlantic Press.
Cork, B., & Reid, S. (1987). *The young scientist's book of archaeology.* EDC Publishers.
Kohn, R. (1997). *Winter storytime.* Children's Press. (Fiction)
Kraft, H. (1988). *The Indians of Lenapehoking.* Seton Hall University Press. (Contains slide show.)
Laubenstein, K. (1997). *Archaeology smart junior: Discovering history's buried treasures.* Princeton Review.
Macintosh, J. (1994). *Archaeology.* Knopf.
McCarthy, G., & Marso, M. (1986). *Learning through artifacts.* East Aurora, NY: DOK Publishers.
McMillon, B. (1991). *Archaeology handbook.* John Wiley & Sons.
Posner, J. (1997). *The Magic School Bus shows and tells: A book about archaeology.* Scholastic.
Robbins, M., & Irving, M. (1995). *Amateur archaeologist's handbook.* New York: Harper & Row.
Ronen, A. (1994). *Stones and bones: How archaeologists trace human origins.* Runestone Press.
Willker, J. (1994). *The Lenape Indians.* Chelsea House.
Yonah, A. (1993). *Dig this! How archaeologists uncover our past.* Runestone Press.

Contact the Geology Museum at Rutgers University in New Brunswick for information about Native American technology in New Jersey. They have a collection of authentic materials and host student field trips to the museum.

The New Jersey State Museum in Trenton provides demonstrations of Stone Age technology for students and teachers.

Indicator 5: Understand the material artifacts of a culture.

Elementary students can examine material artifacts (tangible human creations, or material culture) from different cultural environments and try to understand why different people from different cultures might use the same basic objects (e.g., knife and fork, hammer, chair) of everyday life in different ways.

LEARNING ACTIVITIES: Grades K–2

CULTURAL ARTIFACTS (MATERIALS)
Dolls in Many Cultures

Historical Periods: World History—The Ancient World (2000 BC-500 AD)
through The Modern World (1950 to present)
U.S./N.J. History—The Modern Age (1945 to present)

Historical Theme: The History of Popular Culture

Overview. Students learn that the things people use vary from one culture to another. For example, diet (food and drink) varies, as do eating implements. Americans drink a lot of coffee, but mint tea is the staple throughout the Middle East. There is no milk in a Chinese restaurant. Students can learn a lot about a culture by studying the implements of daily life and work.

In the ancient world, dolls were used as religious symbols and as children's playthings. In 15th century Europe, elaborately attired "fashion dolls," given as gifts by monarchs and courtiers, popularized certain styles of dress. By the 17th century, both boys and girls played with dolls. The German town of Sonnenberg came to be known for the manufacture of wooden dolls and dolls with china heads. By the early 20th century in Paris, dolls that could speak and open and close their eyes were coming into vogue. Frequent television advertisements and crammed shop windows in America today confirm that doll manufacturing is an important retail and manufacturing industry in this country.

In America, "Barbie" dolls have been popular for decades, along with stuffed, soft toys such as Muppets. Paper dolls accompanied by a wardrobe of paper clothes are popular in England and Europe. In Asia, locally produced dolls are often colorfully decorated in ethnic costumes and are a particularly popular item among tourists.

Playing with Dolls in America. Dolls come in all sorts of different shapes, sizes, and forms. Ask students what games they play with dolls. American children, particularly girls, develop close associations with dolls, which often serve as role models for the child. Students explain what they admire most about their doll(s). Individually or in groups, students provide their own account of the role that dolls have played either in their lives or in their society. Ask them if any of their parents collect dolls as decorative artifacts for the house.

Playing with Dolls in Other Cultures. Describe the various types of dolls around the world, and explain their different functions. Encourage foreign-born children to talk about the forms that dolls take in their cultures. What kind of clothes do the dolls have? How are the dolls used by children? Do only girls play with dolls, or do the boys participate too? Ask the class if any of their parents bring back dolls from foreign countries as souvenirs and gifts.

Further Exploration. Students may compare the experience of growing up with dolls cross-culturally. Bring into class a sampling of dolls from the United States and abroad.

Connections. This activity teaches students how to organize multiple sources of information and to draw informed conclusions (Workplace Readiness Standard 3, Indicator 12). Students also learn to identify common elements in different cultures (Standard 6.5, Indicator 1).

Resources. The following resources provide support for the suggested activities:

Brooklyn Children's Museum. (1995). *American dolls.* Andrews McMeel Publishing.
Corbett, S. (1996). *What a doll!* Children's Press.
Kuklin, S. (1994). *From head to toe: How a doll is made.* Hyperion.
Littlesugar, A. (1994). *The spinner's daughter.* Pippin. (Fiction)
Nelson, Pamela B. (1990, April). *Ethnic images in toys and games.* (Catalog for an exhibition at the Balch Institute for Ethnic Studies in Philadelphia)
Native Peoples, The Arts and Lifeways. [A quarterly magazine "dedicated to the sensitive portrayal of the arts and lifeways of native peoples of the Americas" published by Media Concepts Group (5333 N. Seventh Street, Phoenix, AZ 85014)]
Ormerod, J. (1987). *Making friends.* Lee, Lothrop and Shepard.
Schurnberger, L. (1992). *A world of dolls you can make.* Holt & Rinehart.
Tuleja, Tad. (1994). *The New York Public Library book of popular Americana.* New York: Macmillan.

Indicator 6: Examine particular events, and identify reasons why individuals from different cultures might respond to them in different ways.

Elementary students learn that individuals from different cultures frequently see events, people, and things differently. This difference in perception and understanding is based on the differences in our cultural backgrounds, our experiences, our upbringing and education, and other circumstances that make our lives different. Students are learning about the elements of cultures and how they differ in different lands. This is a related idea.

LEARNING ACTIVITIES: Grades K–4

HOW OUR CULTURE AFFECTS OUR VIEW OF HISTORY
Christopher Columbus's Arrival in America

Historical Period: World History—The Age of Global Encounters (1400–1700)

Historical Theme: The History of Travel and Communications

Overview. The study of history must include examination by students of differing interpretations of events. History is more than the "story of what happened." In the interest of diversity, students must learn to examine different versions of the same event and to ponder the reasons for these differing views. This process begins with a detailed examination of the record of what actually happened.

During the age of explorations, Europeans were traveling extensively in search of new markets and new commercial opportunities for their countries. Most relevantly for us, these expeditions led to the settlement and colonization of the North American continent.

Columbus's Arrival. Students read material provided by the teacher on the experiences of Columbus and his crew in sailing to the New World. (See *Historical Note*.) Several issues of *National Geographic* have been devoted to this topic. Students speculate on how the crew felt about the possibility of falling off the world. They work in three groups to design paper models of the three vessels used for this voyage.

Library Research. Students go to the library media center to research the story of Columbus. Using appropriate references, they focus on questions such as the following: How was the so-called discovery of America perceived by the King and Queen of Spain, the sailors who shipped with Columbus, and the Native American peoples? How is it perceived today by reputable historians?

World Maps Change. Provide students with historic maps including pre- and post-Columbian maps. Students study these and begin to think about what they mean. What was the impact of the discovery of America on the picture of the world? Students make their own handmade copies of the pre- and post map sequence. Next, they write a paragraph explaining the change.

Making inferences and judgments. After learning about the period of discovery and exploration and studying the benefits and detriments of exploration and colonization to the explorers and the indigenous inhabitants of the places that are explored, students will be ready to make their own judgments about the significance of the discovery of America and its impact on the lives of Europeans, Native Americans, and our present-day society.

Further Exploration. Students draft their own fictional accounts of Columbus's voyage and landing from the perspectives of his European sponsors, the sailors who shipped out with him and braved the dangers of what they may have thought was a flat ocean, and the Native Americans.

Connections. Through examining maps and tracing the route of Columbus's voyage, students will improve their spatial understanding of the world (Standard 6.8, Indicator 1).

Resources. The following resource provides support for the suggested activities:

Adler, D. (1991). *A picture book of Christopher Columbus.* Holiday House.
Carroll, F. (1994). *Destination discovery! Activities and resources for studying Columbus and other explorers.* American Library Association.
Conrad, P. (1991). *Pedro's journal.* Doubleday and Company.
D'Aulaire, I. (1995). *Morning girl.* Hyperion. (Fiction)
Fritz, J. (1992). *The great adventures of Christopher Columbus.* Putnam & Grosset.
Fritz, J. (1992). *Where do you think you're going, Christopher Columbus.* Paper Star.
Fritz, J. (1992). *The world in 1492.* Holt, Rinehart & Winston.
Judge, J. (1996, November). Our search for the true Columbus landfall. *National Geographic,* 170 (5).
Marzollo, J. (1991). *In 1492.* Scholastic.
Moncure, J. (1986). *Our Columbus Day book.* Child's World.

Historical Note. Children learn or have already learned that on August 3, 1492, Christopher Columbus sailed from Palos, Spain, with three small ships: the ***Santa Maria***, commanded by Columbus himself; the *Pinta*, under Martin Pinzón; and the ***Niña***, under Vicente Yáñez Pinzón. After halting at the Canary Islands, Columbus sailed due west from September 6 until October 7, when he changed his course to the southwest. On October 10 a small mutiny was quelled, and on October 12 he landed on a small island, now called Watling Island, part of San Salvador. On October 27 he sighted Cuba, and on December 5 he reached Hispaniola. On Christmas Eve (December 24) the ***Santa Maria*** was wrecked on the north coast of Hispaniola.

Leaving men on Hispaniola to found a colony, Columbus hurried back to Spain on the ***Niña***. His reception was all he could wish. According to his contract with the Spanish sovereigns, Columbus was made Admiral of the Ocean Sea and governor general of all new lands he had discovered or should discover.

As European settlers traded with the indigenous inhabitants, the effect on the Native Americans already well-established in North America was initially good. Conflicts developed between colonists and Native Americans leading to several so-called Indian wars. Over a long period, the Europeans prevailed and the Native Americans were slowly displaced from their lands. In 1887 the Native Americans were moved to reservations under the Indian Relocation, or Dawes, Act.

Indicator 7: Analyze differences and similarities among cultures.

By analyzing the differences and similarities between societies, students can develop an operational definition of the term ***culture***. There are numerous definitions of culture in the literatures of sociology and anthropology. For example, one definition states that

> a culture is the way of life of a group of people, the configuration of all the more or less stereotyped patterns of learned behavior handed down from one generation to the next through the means of language and imitation. (Barnouw, 1979, p. 2)

LEARNING ACTIVITIES: Grades 5–6

DEFINING CULTURE

Historical Period: World History—The Age of Global Encounters (1400-1700)

Historical Themes: The History of Religion

The History of Law

The History of Philosophy and Social and Political Thought

Overview. After an in-depth examination of pre-Columbian culture in North America, a world history class might consider the impact of the Age of Exploration on Native Peoples. At that moment in history, would-be colonists from many European countries were building more and more settlements and were encroaching on land that the indigenous population (Native Americans) considered their own. These activities focus on the cultural clash between Europeans and Native Americans. Cultural conflict frequently occurs when there are differences between the beliefs and customs of the two interacting cultures. Such conflict is, of course, aggravated when one group is encroaching on another's homeland. Students begin by comparing the cultures of English colonists and American Indian tribes in various parts of North America.

What Is Culture? Students often have difficulty understanding the term culture and how different cultural perceptions can lead to differences in solutions to problems. After clarifying the term, emphasize that differences in values, attitudes, beliefs, and technology lead to differences in the way people find solutions to problems. Form two cooperative learning groups—one for each culture—which research the respective cultures so that a comparison can be made. The library media specialist can provide instruction and resources that supplement the text in these areas.

Culture Conflicts: A Scenario. In the following classroom scenario, students arrive at a definition of the term ***culture***.

After the class discusses the possibility of an alien visit to Earth, the teacher, Ms. Arnsdorf, asks the students what they think life would be like on another planet. Students think about things that they are familiar with on Earth (housing, technology, religion, family, etc.) and suggest what these things would be like on another planet. As Ms. Arnsdorf lists the responses of the students on the board, students begin to recognize that these elements may be used to define culture. Students organize the list into two categories: "Elements of Material Culture" (technology, objects, etc.) and "Elements of Nonmaterial Culture" (values, attitudes, beliefs, etc.). After an interesting discussion, the students write a one-paragraph definition of the term ***culture***. The students volunteer to read their definitions to the class, and the class lists the acceptable elements of the definition on the board.

Ms. Arnsdorf asks the students if they felt that a parallel could be drawn between an alien visit to Earth and European–Native American encounters. The class agrees that a parallel could be drawn between the two.

Next, the students complete a retrieval form in which they list the differences between Native Americans and Europeans in the appropriate columns.

CULTURAL COMPARISON GRID

	Native Americans	**Europeans**
Government		
Economic System		
Subsistence Pattern		
Technology		
Patterns of Warfare		
Attitude toward Land		
Tools		
Religion		

During the next class period, the teacher and students discuss the different needs of Native Americans and Europeans that would have caused them to seek different solutions to the conflict.

Culture Conflicts: Present-Day Examples. After successfully defining the term "culture conflict" in relation to the Native American–European example above, students write a poem, create a montage, find a song, find a news item, or write a short story depicting a modern example of culture conflict. Each student presents and discusses the example with the class.

Further Exploration. Through the Interarts Global Villages program, students can have the experience of designing their own culture wherein they devise their own rules, holidays, and clothes.

Students create their own clan, laws, myths, artifacts, history, maps, flags, and murals. They also celebrate their own holiday with masks and costumes. The program brochure reports that the goals of the residency are "to demonstrate how a society develops, how laws and traditions evolve, and how art forms are often an outgrowth of the activities of daily living, work, plan, and life-cycle events." This multi-arts, interdisciplinary process brings students and teachers together with professional artists to improve the learning process. For more information from Institute for Arts and Humanities Education (IAHE), call (732) 220-1600. IAHE also offers a professional development program for teachers who wish to implement the process.

Connections. These activities are useful in teaching students respect for people of different races, ages, religions and ethnicity (Workplace Readiness Standard 4, Indicator 6). The cultural comparison grid guides students through a systematic thought experiment and helps them identify patterns and relationships between two sets of data (Workplace Readiness Standard 3, Indicators 7 and 9).

There are several related social studies indicators:

- Explain relationships between cause, effect, and consequences, in order to understand significant historical events. (Standard 6.3, Indicator 5)
- Assess positions of proponents and opponents at turning points throughout history. (Standard 6.3, Indicator 6)
- Analyze how events and changes occurred in significant historical periods. (Standard 6.3, Indicator 7)
- Compare and contrast developments in societies separated by time and/or distance. (Standard 6.4, Indicator 5)
- Compare and contrast fixed customs of societies in the past and the present, and explain how these customs represent the society's beliefs. (Standard 6.4, Indicator 6)
- Analyze geographical questions regarding major physical and human characteristics. (Standard 6.7, Indicator 8)
- Identify the spatial patterns of settlement in different regions of the world. (Standard 6.8, Indicator 7)

Resources. The following resources provide support for the suggested activities:

Barnouw, Victor. (1979). *Anthropology: A general introduction.* Homewood, IL: Dorsey Press.

Bigelow, Bill. *Rethinking Columbus slide show*. (In *Teaching for Change Catalog,* P.O. Box 73038, Washington, DC 20056-3038)

Brown, G. (1993). *Discovery and settlement: Europe meets the New World, 1490–1700.* Twenty-first Century Books.

Cordoba, M. (1994). *Pre-Columbian peoples of North America.* Children's Press.

Hakim, J. (1993). *The first Americans.* Oxford University Press.

Harvey, K. (1990). *Teaching about Native Americans.* NCTSS.

Junior Library of American Indians Series. (1992+). Chelsea House.

McDougal, G. (1989). *Learning about peoples and cultures.* Littell. (Student paperback and teacher's guide)

Takaki, Ronald. (1993). *A different mirror: A history of multicultural America.* Boston: Little, Brown. (Pages 21-44 provide an overview of the Columbian encounter.)

Threatened cultures Series. (1993+). Raintree Stech Vaugh.

Indicator 8: Analyze the influence of various cultural institutions, such as family, religion, education, economic and political systems, on individual decision-making.

Personal identity is founded on experience in the context of a social environment that includes other persons (e.g., family, friends, coworkers) and social, political, and religious institutions. This is what sociologists call the ***nomothetic dimension*** (as opposed to the ***idiographic***, or purely personal, dimension).

LEARNING ACTIVITIES: Grades 5–8

THE CULTURE AND THE INDIVIDUAL
Culture and Identity

Historical Periods: World History—The Modern World (1950 to present)

U.S./N.J. History—The Modern Age (1945 to present)

Historical Theme: The History of Social Classes and Relations

Overview. We are influenced by the surrounding culture, and we in turn influence that culture. To better understand our own culture, it can be very enlightening to learn about cultures that are different from ours in some important ways. Like walking or speaking, culture is an internalized, learned pattern of values, attitudes, beliefs, and behaviors (psychological orientation or worldview) that an individual develops as part of his/her exposure to the learning processes of different cultural environments. Thus, Americans are clearly distinct in their values, attitudes, beliefs, and behaviors from individuals who have been socialized in other cultures. Those individuals from industrialized societies are likely to share cultural traits; an individual from the United States is likely to have more in common with a Western European than with an individual from a tribal society or developing nation.

The pattern of the cultural institutions (such as adolescence, formalized education, individual wage earning, and specialization of labor) varies from one society to another. For example, our decision to go to college and seek a career was framed by the structure of the cultural institutions in the United States. In a hunting-gathering society, education is processed from mother to daughter and father to son. Adolescence does not exist. At puberty, males and females seek marriage and family. There is no college or specialization of labor. The comparison of these two cultural environments in the following activities enables students to better understand their own culture.

Cultural Analysis: A Different Kind of World. This activity compares life in the United States with life in a hunting-gathering society, specifically the Baka of Camaroon. The teacher shows the film, *Baka: People of the Forest,* an excellent National Geographic documentary about the people of the Baka tribe in eastern Cameroon. This film follows a Baka family for about a year, documenting traditional hunting and fishing, shelter construction, honey collection, and the birth of a new child, as well as the customs and lore of the tribe. After discussing their expectations for the film, students view the film and take notes concerning what they see: behaviors, beliefs, technology, housing, clothing, music, art, etc.

After the class views the film, put the following retrieval chart terms in columns on the board: ***Family***, ***Education***, ***Religion***, and ***Political Economic***. Students put the items from their list in the appropriate column. Emphasizing the institutions of the family and education, ask students to compare the life of an individual in Baka culture with an individual in the United States. Offer the following questions for discussion: How does Baka family life compare with your own? How are children educated? Did you see schools? How does the way of life of the Baka influence the choices of individuals in that society? What choices does a Baka child have for his/her future? What choices do you have for your future? Through a skillful development of these discussion questions, demonstrate how one's cultural environment not only influences individual decision making but also has an overwhelming influence on the individual as a whole.

The Personal Element. Students write a personal essay on things in their own culture that have influenced them (e.g., books, movies, television shows, music, teachers, other experiences).

Further Exploration. Students define culture empirically based on the film they have observed. They then try to define their own American culture in as much detail as possible. This activity will involve some research with help from the library media specialist. Who are the major writers on American culture? What have they said? Students prepare reports on some of these authorities before doing their own speculation.

Connections. See World Languages Standard 7.2 regarding knowledge of the cultures of the world, which covers language and culture, stereotyping, cultural comparisons, contributions of persons from diverse cultures, verbal and nonverbal cues in the culture, and the relationship of language and culture as seen in the art of a culture.

References. The following will be helpful with this topic:

Bastian, M. (1999). *Great ideas for teaching about Africa.* Lynne Reiner Press.
Chanda, J. (1994). *African art and culture.* Davis Publications.
Farmer, N. (1998). *A girl named Disaster.* Puffin. (Fiction)
Ferraro, G. (1998). *The cultural dimension of international business.* Prentice Hall.
(Very detailed coverage of the verbal and nonverbal elements of many cultures)
Gall, T. (1998). *Junior Worldmark encyclopedia of world cultures.* UXL.
Haskins, J. (1998). *From Afar to Zulu: A dictionary of African cultures.* Walker & Co.
Hathaway, J. (1989). *Cameroon in pictures.* Lerner.
Kennedy, D. (1998). *Culturgrams 98-99: Asia, African, and Oceania.* Ferguson Publications.
Lands and peoples. (1997). Grolier Educational Group.
Murray, J. (1990). *Cultural atlas for young people: Africa.* Facts on File.

Indicator 9: Understand the customs of people from different geographic, cultural racial, religious and ethnic backgrounds.

All cultures have five elements: symbols, language, values, norms, and material artifacts. In their study of world history, students learn about the cultural variations among peoples. They learn that civilization developed through the interactions of many groups. They come to understand how the customs and traditions of great civilizations have enabled them to survive and prosper and how they have often influenced the rest of the world in their own times and in later eras.

LEARNING ACTIVITIES: Grades 5–8

CUSTOMS OF THE WORLD'S PEOPLE
The Growth of Islam

Historical Periods: World History—The World of Hemispheric Interactions and the "Middle Ages" (500–1400)

Historical Theme: The History of Religion
The History of Popular Culture

Overview. Each of the major world religions has been influential in various parts of the world and at different times. We study each of these religions as part of history and as part of our study of the cultures of the world. For nearly 1,500 years, Islam has been a powerful cultural force in North Africa, the Near East, and large portions Central and Southwestern Asia. Like Christianity, Islam provides people from diverse geographic, racial, and ethnic backgrounds with a common set of principles for worship and daily conduct. Like Judeo-Christian cultures, Islamic customs and traditions have had an enormous impact on the political, economic, and intellectual history of the world. (See *Historical Note*.)

Popular Images of Islam. Because many popular images of Arabic culture (e.g., Disney's *Aladdin*) are based on the Abbasidian era, younger children may enjoy re-creating the golden age of Baghdad in their classrooms through dress, role-playing, and other imaginative games.

Early Trade Routes. Older students trace the trade routes that ran through Baghdad during the 8th, 9th, and 10th centuries. Why was Baghdad the ideal center of trade and commerce? How did trade promote cultural exchanges throughout the Islamic world?

Contributions of Islamic Scholars. Students research the contributions of Abbasid scholars, such as Avicenna, Abu Hanifa, Hunayn, and al Biruni, to the fields of science, mathematics, and medicine.

A Matter of Time. Another way in which cultures may differ is in the reckoning of time. The Aztec calendar is justly famous as the subject of much pre-Columbian art. The Chinese zodiac, or astrology system, is something we have seen in certain restaurants. The Jewish calendar is marked from the beginning of written language. There is no AD or BC in this calendar because the birth of Christ is not recognized as a historical marker. The Jewish calendar works with the general understanding of western history as follows: Egyptian and Babylonian civilizations date from circa 3000 BC. There were other ancient civilizations like the Hittites and Phoenicians, who also had written language. The approximate date of these civilizations is 3700 BC. If one adds 3700 BC to the present year of 1999 AD, there are just about 5700 years. We then have to assume an additional 59 years in the ancient period that is uncertain. Thus, the current year is 5759. Using this system, students calculate the year of their birth and the years of other events.

The Principles of Kwanzaa. Students examine the seven principles of Kwanzaa and think about their meaning and application in our lives. Although relatively new, Kwanzaa is celebrated by 18 million people. Its seven principles are based on ancient African religious ideas: ***Umoja*** (unity), ***Kujichagulia*** (self-determination), ***Ujima*** (collective work and responsibility), ***Ujamaa*** (cooperative economics), ***Nia*** (purpose), ***Kuumba*** (creativity), and ***Imani*** (faith). These principles, referred to as the ***Nguzo Saba***, are guideposts for daily living. Ask students to discuss each of the seven principles. What is their meaning for all of us? How might we apply these to our daily lives?

Further Exploration. Students discuss the status of Muslim women in muslim fundamentalist societies. How do contemporary Muslim women interpret this practice? What is the religious significance of this issue?

Connections. In the above activities, students analyze the diffusion of Islamic customs and traditions in other cultures (Standard 6.5, Indicator 12). Students also analyze how Islam became a dominant religion and culture throughout the Eastern Hemisphere (Standard 6.3, Indicator 7). Finally, students have the opportunity to study the great artistic and intellectual achievements of the Abbasids (Standard 6.2, Indicator 6).

Resources. The following resources provide support for the suggested activities:

Curtis, C. (1996). *No one walks on my father's moon.* Voyage Publishers. (Fiction)
Esposito, J. (1995). *The Oxford encyclopedia of the modern Islamic world.* Oxford University Press.
Hayt-Goldsmith, D. (1993). *Celebrating Kwanzaa.* Holiday House.
Karenga, M. (1997). *Kwanzaa: A celebration of family, community, and culture.* University of Sankore Press.
Knight, K. (1995). *Islam.* Thomson Learning.
Walker, M. (1996). *Have a happy: A novel of Kwanzaa.* Camelot. (Fiction)
Wormster, R. (1994). *American Islam: Growing up Muslim in America.* Walker & Company.

Historical Note. To understand how Islam became a dominant world religion and culture, students must study the growth of Islamic civilization from the 7th through 10th centuries AD (CE). During this time, Islamic civilization reached its height under the rule of the Abbasid Caliphate. With its capital in Baghdad, this caliphate served as the principal center of cultural innovation and interregional trade for the Arab world. Traders from many lands intermingled and adopted Islamic customs and religious practices. It was during this period that many of the great mosques throughout the Islamic world were built.

Learning and scholarship also flourished during the reign of the Abbasid Caliphate. As the custom of reading and interpreting the Koran spread, Arabic slowly became the official language of different peoples throughout Africa and Asia. The Islamic emphasis on words also gave rise to the art of translation, which enabled Arabic scholars to build upon the intellectual traditions of the Greek, Persian, and Indian worlds and achieve significant advances in medicine, mathematics, and astronomy. Our modern numerical system, the concept of zero, and algebra are a few of the many scholarly contributions of the Islamic world.

Indicator 10: Analyze the political, social, economic, and technological factors which cause cultural change.

Cultural change, or social change, is "the transformation of culture and social institutions over time" (Macionis, 1991, p. 614). Political change means change in the government, whether personal or formal. Political change can transform a culture (as in 1917 Russia). Social change can be the result of immigration, emigration, war, or religious conversions. Economic change can be the effect of an era of prosperity or an era of significant loss in a culture. Technological factors such as the telephone, television, and computer have, of course, resulted in enormous social change. These are innovations that are diffused. According to Everett Rogers (1995, p. 5), ***diffusion*** is "the process by which an innovation is communicated through certain channels among the members of a social system. It is a special type of communication in that the messages are concerned with new ideas."

LEARNING ACTIVITIES: Grades 5–8

FACTORS IN CULTURAL CHANGE
Prehistoric Agricultural Communities

Historical Periods: World History—Prehistory (to 2000 BC)

Historical Theme: The History of Early Agriculture

Overview. Changes in the basic elements of a culture can be very significant. In some cases, they can lead to a major shift in the way people live and work. Our earliest ancestors were hunters who roamed throughout the lands they occupied. The discovery of agriculture was the beginning of stable settlements. The earliest civilizations were agricultural settlements that developed near rivers and flood plains. During the third millennium BC (BCE), several agricultural communities arose in Eurasia, North Africa, and the Far East.

In Mesopotamia, the land between the Tigris and Euphrates rivers, early farmers mastered irrigation techniques and developed a system of dikes and canals that made urban life possible. Cities such as Ur and Babylon served as trading posts for nomadic peoples and, over time, developed into important cultural and intellectual centers for the entire region.

In equatorial Africa, nomadic farmers learned to control the floodwaters of the Nile and converted a rainless desert into arable land. With the unification of Upper and Lower Egypt in 2900 BC, a 1,000-kilometer zone of commerce emerged, beginning at the Mediterranean and stretching deep into the Kingdom of Nubia and Sub-Saharan Africa.

On the Indian subcontinent, archaeologists have recently uncovered the remains of two prehistoric agricultural communities, Mohenjo-Daro and Harrapa, that once thrived along the Indus River. New evidence suggests that both cities carried on extensive trading with other communities in the Near East and beyond. Harrapan seals have been found on pottery fragments as far west as the Persian Gulf.

Researching the First Farmers. Emphasize the impact of agriculture technology on the growth of early civilizations. Not only did agricultural technology contribute to population growth and urbanization, it also stimulated trade between cities and the many pastoral tribes that roamed Eurasia during this time. The dynamic between pastoral and urban peoples is an important theme in prehistory and the early ancient world. One might even characterize the political history of Mesopotamia as a series of conflicts between hill people and valley farmers over the fertile land of the Tigris-Euphrates river basin. Students speculate on the importance of the first use of farming. How was it done? What tools were used? What was the first farmer's name? Was the first farmer a Sumerian? The class can generate many questions before beginning to do some library or online research. Each student should formulate his/her own question(s) before starting the research.

Making the Journey. Students locate prehistoric communities on a map and identify the geographical features or advantages that these communities had in common. Present archaeological evidence and theories related to ancient sea travel and trade between prehistoric communities. Students create a fictional journal of an ancient trader making the sea journey from Harrapa to Upper Egypt, or the land trek across the Asian Steppes to Mesopotamia. Encourage students to generate their own theories about trade and interaction between ancient cultures using the available archaeological and geographical evidence.

Creating a Timeline. Students construct a verbal and pictorial timeline of the major social and political events occurring in the Near East, Africa, India, and the Far East during the third millennium BC. Students then identify common trends and events (e.g., invasions of agricultural communities by nomadic peoples) occurring at the same time in different regions. How did events in Central Asia impact the Near East and Africa? The class constructs a large-group project of the major events on the timeline using a bulletin board or other large surface.

Further Exploration. Around 2000 BC, Indo-European invaders swept through India, Mesopotamia, and Europe. Their influence on world cultures was profound, particularly in the realm of language. Indo-European roots are present in most of the world languages spoken today, including Greek, Farsi, and the European family of Romance languages. Advanced students can draw a map showing the migrations of the Indo-European language speakers from their homeland in Southern Russia to new locations throughout the Eastern and Western Hemispheres, indicating the approximate dates of their arrival and adding an overlay map showing the distribution of Indo-European speakers today.

Connections. By examining the distribution of prehistoric agricultural settlements and the migratory patterns of pastoral peoples, students learn a number of important concepts in human geography (Standard 6.8, Indicators 6 through 11). By studying the interactions of urban settlers and pastoral peoples, students also learn to analyze the similarities and differences between cultures (Standard 6.5, Indicator 7) and to assess the consequences of cultural conflict (Standard 6.5, Indicator 11).

Resources. The following resource provides support for the suggested activities:

Cradle of civilization Series. (1997). Millbrook Press.
Dickinson, P. (1995). *A bone from dry sea.* Laurel Leaf. (Fiction)
Journey into civilization Series. (1994). Chelsea House.
Lindsay, W. (1994). *Eyewitness: Prehistoric life.* Knopf.
McCord, A. (1995). *Eyewitness visual dictionary: Prehistoric life.* Dorling Kindersley.

Indicator 11: Analyze how different cultures deal with conflict.

Conflict is something that happens in every culture and every country. Disagreements, different views on the same issue, different claims to assets—all of these can lead to conflict, whether mild or severe. Students learn the observational and descriptive skills needed to study the way people with different cultural roots deal with these conflicts. Students then begin to understand how the methods of each group are related to their cultural roots.

LEARNING ACTIVITIES: Grades 5–8

CULTURAL CONFLICT
European American Settlers, African American Slaves, and Lenni Lenape Indians: Responses to Conflict in Colonial New Jersey

Historical Periods: U.S./N.J. History—The Colonial Period (to 1763)

Historical Theme: The History of Social Classes and Relations

Overview. When one culture meets another culture, there can be conflicts based on different worldviews and different purposes. The Colonial Period in New Jersey history brought different groups of European settlers and African slaves into contact with each other and with the 1,000 members of the Delaware, or Lenni Lenape, Indian tribe whose members lived in the area. The Dutch and the English Puritans who settled in the northern part of New Jersey had different cultural and religious attitudes toward both slaves and Native American tribes than did the Quakers, a religious sect that settled in the southern part of the state. The issues of slavery and relations with the Indians were matters for debate in the New Jersey colony.

If students examine the various histories that coincided to comprise the economic, social, and cultural history of colonial New Jersey, they will see many different examples of ways that people with different cultural backgrounds dealt with conflict. The history of slavery, in colonial New Jersey and throughout colonial America, includes reports of suicide, running away, protests, and uprisings. The Native American tribes of the Delaware region, confronted with different treatment from the Quakers than they were accustomed to from other European groups, were skeptical of peace and eventually moved westward into Ohio. The European settlers published letters in their newspapers on matters relating both to slavery and to trade with the Indians. Ultimately, the European groups that settled New Jersey were willing to go to war to win control of their lives and their territory from their parent government. New Jersey's colonial history offers many and various windows into the consideration of how the different cultures that met here dealt with the conflicts of their encounters.

Settlements and Conflicts. The historical events addressed in these activities include the following:

- The migration of Dutch and Puritan settlers into northern New Jersey and their subsequent settlement there
- The arrival of Quaker settlers in southern New Jersey
- The epidemics that decimated the local Native-American tribes
- The stretching of the European settlers across Indian land
- The lives of New Jersey slaves
- The responses of each group to their circumstances

In conjunction with the library media specialist, prepare background materials on these six topics. Provide lists of study questions and descriptors for use with the online Encyclopedia Brittanica or the Internet. After reading these materials, students engage in writing, class discussion, and/or group research. For example, student groups can report on the experience and responses of the cultures involved. They can create maps to indicate the paths traveled by each group, the changing settlements, and the locales where slaves lived and worked.

Penn. Students study and compare William Penn's policies toward the native Indian tribes with that of the settlers in the north of the state. What was Penn's background? What did his upbringing and his religion teach him about treatment of other people? What does the evidence tell us about the kind of person Mr. Penn was? Students research the relations with Native Americans of the other settlers in Pennsylvania and the surrounding states.

Identifying the Quaker Response to Conflict. Students study and compare Quaker attitudes toward holding slaves with attitudes of the settlers in the northern part of the state. What is the essence of Quaker teaching? Students do some library research on George Fox and the basic texts of Quakerism. When they have studied this subject and have written a description of the Quaker philosophy, they can then begin to describe the Quaker response to conflict as a cultural representation of their beliefs.

Tapping Primary Sources. Prepare abstracts of primary-source letters published in New Jersey newspapers of the Colonial Period in support of and in opposition to slavery. After reading these abstracts, students discuss questions such as: How did the writers explain that slavery was incompatible with or protected by America's foundational documents and ideology? Students begin to understand the uses of primary-source materials as they compare what they learn to the accounts in textbooks and other materials in the library media center.

Local Artifacts of Colonial Conflict. Investigate local colonial homesteads and arrange field trips to visit them with the class. Students research the circumstances and history regarding slaveholding, trade with the Indians, positions held on these matters, and participation in the war of independence. Look for other artifacts of colonial conflict—slave graves and Indian weaponry, for example—in the vicinity of the school for study by the students.

Further Exploration. Students discuss and report on whether there are cultural, moral, or religious determinants in their own life experiences in regard to conflict, how they relate to authority, or other important life issues.

Connections. Students may examine the uses of the press in the practice of American democracy (Standard 6.1). The students may create maps that enhance their environmental literacy (Standards 6.7, 6.8, and 6.9).

Resources. The following resources provide support for the suggested activities:

Avi. (1994). *Night journeys.* Beech Tree Books. (Fiction)

Black history activity and enrichment handbook. (1990). Just Us Books.

Greene, L. (1997). *The New Jersey African American history guide: Grades 9-12* (Unit 3, pp. 50-55). New Jersey Historical Commission.

Kraft, H. (1996). *Lenape or Delaware Indians: The original people of New Jersey, southeastern New York state, and eastern Pennsylvania.* Seton Hall University Museum Press.

Kuhn, S. (1995). *Moon of two dark horses.* Putnam. (Fiction)

Nash, G. (1974). *Red, White, and Black: The peoples of early America*. Prentice Hall.

Palmer, C. (1995). *The first passage: Blacks in the Americas, 1502–1617.* Oxford University Press.

Price, C. (1980). *Freedom not far distant: A documentary history of Afro-Americans in New Jersey.* The New Jersey Historical Society.

Topper, F. (1994). *A historical album of New Jersey.* Millbrook Press.

Indicator 12: Analyze how customs are transmitted in cultures.

Customs are passed on to youth through education and schooling. By studying how past civilizations educated their youth, students can learn about the customs of past cultures and begin to see their own education as a part of a larger process of socialization. In ancient Greece and Rome, the art of ***rhetoric***, or public speaking, was an important part of the school curriculum. Rhetoric continues to play an important role in politics and business and therefore is included in the New Jersey Core Curriculum Content Standards for Language Arts Literacy.

LEARNING ACTIVITIES: Grades 5–8

CULTURAL TRANSMISSION OF CUSTOMS
Rhetoric in Ancient and Modern Societies

Historical Periods: World History—The Ancient World (2000 BC-500 AD)
The Age of Imperialism and World War (1850-1950)
The Modern World (1950 to present)
U.S./N.J. History—The Age of Civil War and Reconstruction (1820-1870)
through The Modern Age (1945 to present)

Historical Theme: The History of Political Leadership

Overview. Cultures are transmitted across time within a given society. Such traditions can include both subject matter and skills that people have acquired and passed on to later generations. The power of rhetoric, the language of persuasion, has been demonstrated throughout history from Demosthenes to Cicero to Hitler to several recent American presidents. (See the *Historical Note* below for additional background.)

After discussing the traditions and techniques of classical rhetoric in class, students will be well prepared to read some famous historical speeches. One of the most famous speeches from the classical age is Pericles' "Funeral Oration" from Athens in the fifth century BC. This speech continues to resonate with its passionate description of the city of Athens and its citizens. More modern examples of the art of political rhetoric include the famous speeches of Abraham Lincoln, Winston Churchill, John F. Kennedy, and Martin Luther King, Jr.

Reading the Speeches of Famous Orators. Since rhetoric is above all a spoken art, students can take turns reading aloud from the well-known speeches of the famous orators mentioned above, focusing on communicating with their audience.

Writing Speeches. After reading selected examples of well-known political speeches, students can try their hand at writing their own speeches, employing the devices that they found most effective in the works that they have read, and considering the advice found in texts such as the Rhetorica. (See note below).

Further Exploration. Perhaps the greatest resource for studying rhetoric in the classroom is the televised speeches and debates of American politics. British parliamentary proceedings (televised on PBS and C-Span) provide a wonderful stylistic contrast to the debates in the U.S. Senate and House of Representatives. Before viewing such examples of modern rhetoric in class, prepare with the class a study guide for the viewing experience. This guide should list the most important things that students should look for and the criteria by which they should evaluate what they see and hear. Ask students to think about what makes some of the speakers more convincing than others. After the students have viewed the televised rhetoric, ask them to identify the most effective speakers, the main issues, and the points made by various speakers. Each student should keep a written record of the debates and the major points made with the rebuttals.

Connections. The study of the art of rhetoric will familiarize students with one of the oldest and most important aspects of leadership. Emphasize the importance of good speaking skills in the workplace by providing examples of occupations (e.g., Law, Education, Business) that require formal oral presentations (Workplace Readiness Standard 1).

Resources. The following resources provide support for the suggested activities:

Copeland, Lewis, & Lamm, Lawrence. (1958). *The world's greatest speeches.* New York: Dover.

Ehrenberg, J. (1998). *Powerful presentations: 50 original ideas for making a real impression.* Kogan Page Ltd.

Famous illustrated speeches and documents Series. (1994+). Abdo and Daughters.

Otfinski, S. (1997). *Speaking up, speaking out: A kid's guide to making speeches, oral reports, and conversation.* Millbrook Press.

Unk. (1994). *Famous illustrated speeches.* Raintree Steck Vaugh.

See www.historyplace.com/speeches (for texts).

Historical Note. The best public speakers can move an audience to action, convince listeners with their arguments, and connect with their viewers through facial expressions and hand gestures. Skillful public speaking—the art of ***rhetoric***—is an ancient art that goes back in the Western tradition to the Greeks. In imitation of their Greek predecessors, the Latin-speaking Romans made rhetoric a fundamental part of their political and judicial systems. This classical Roman oratory became the model for medieval and Renaissance speakers. Rhetoric handbooks written in Latin were recopied many times in medieval Europe. In medieval education, the lower part of the curriculum, the Trivium, included rhetoric as well as grammar and logic. During the early Modern period, Latin rhetoric texts were printed alongside new rhetoric books in English, Spanish, Italian, and many other European languages. We continue to marvel at and be moved by great speakers. We elect eloquent speakers to be our presidents, and we are riveted by courtroom dramas (real and fictional) on television. What makes a speaker effective enough to capture our attention? The speeches and guidebooks from antiquity may offer some useful clues.

The ***Rhetorica ad Herennium***, a Latin book written about 85 BC, was probably the best-known rhetoric textbook for over a millennium. Much of the advice in the ***Rhetorica*** remains relevant to modern students. The ***Rhetorica*** advises the orator to speak from memory rather than read the speech aloud from a piece of paper; to cater the style of the speech—formal or colloquial—to the audience and occasion; to arrange the speech carefully from beginning to end; and to convince the audience with both logic and passion.

Indicator 13: Analyze the mutual influences among different cultures throughout time.

Cultures influence each other. For example, American culture in Western Europe today ranges from musical influences to McDonald's on the Champs Elysées. French culture influences America in terms of cooking methods and philosophy. Literary criticism, for example, is dominated today by the French-based deconstruction. This cross-influencing of cultures has been a factor in the growth of civilization beginning with the spice trade (and further back) and the first contact of Europeans with the Middle East and the Far East.

LEARNING ACTIVITIES: Grades 9–12

HOW CULTURES INFLUENCE OTHER CULTURES
British Imperialism in the Far East

Historical Periods: World History—The Age of Imperialism and World War (1850–1950)

Historical Theme: The History of Religion

The History of Law

The History of Philosophy and Social and Political Thought

Overview. Students must realize that a nation's culture is often an amalgam of customs, traditions, and institutions imported by different groups at different times throughout history. This process of cultural change and adaptation is illustrated in the following activities, which invite students to consider the impact of British colonial rule on India during the 19th century. Through participation in a mock United Nations assembly hearing on British/Indian relations, students investigate instances of cultural conflict, negotiate settlements, and reflect upon the way these cultures have impacted and influenced one another.

In these activities, students study the mutuality of influences in various settings. Students investigate Western and Asian cultures in preparing for the simulated meetings of the United Nations General Assembly below. Through the process of negotiations, students analyze the way these cultures impacted and influenced one another. Students are thereby involved in research and presentation of information about Western and Asian cultures during a time of conflict.

In preparation for these activities, students should study 19th-century British imperialism, with a special emphasis on events and issues that illustrate the concepts of cultural conflict, negotiation, accommodation, and/or compromise. (See *Historical Note* below.)

Mock UN Assembly Hearing: The Sepoy Rebellion. Divide the class into teams representing the interests of the different cultural groups involved in the Sepoy Rebellion:

- England
- India: Hindu
- India: Muslim

In the library media center, each of these teams researches the circumstances leading up to the conflict and the particular positions of the assigned cultural group. Team research should focus on the following issues:

- **Sociocultural** (the values, attitudes and religious beliefs underlying the conflict): How did the British respond to the conflict between Hindu and Muslim soldiers? Why? Individual students assume the role of a Sepoy or British soldier and provide testimony to the UN General Assembly.
- **Political:** What role did political leadership and military organization play in the conflict?
- **Economic:** What were the forces driving British Imperialism? What people received economic benefits from imports and exports? What were the labor issues in the conflict?
- **Geographic:** How did Great Britain's geography motivate her colonial expectations?

A fourth team researches the procedural methods of the UN General Assembly. Its task will be to conduct the mock assembly hearing, maintain records of each team's presentations, and serve as brokers for a negotiated settlement. The objective of this hearing will be the development of a resolution that is satisfactory to all three teams.

Mock UN Assembly Committee Meeting: Constructing a Treaty. A mock United Nations Assembly meets to resolve the conflicts that were created by the Age of Imperialism in Asia. Students create the following delegations representing the people involved in the conflict between British Imperialism and the national integrity of India and China:

- The British
- India: Hindu
- India: Muslim
- China: Emperor
- China: Peasant

A sixth team researches the procedural methods of the UN General Assembly. Its task is to conduct the assembly of delegations and presentations, maintain a record of the each team's proposals, and draw up the proposals for a negotiated settlement.

Each delegation of students is given a specified time to present its position, problems, needs, and possible solutions to the General Assembly. Individual students role-play various historical figures. After all groups make their presentations and proposals to the General Assembly, the negotiations begin. The objective of the negotiations is a resolution, or treaty, that must be accepted by a major-

ity of the participants in the Assembly. The General Assembly considers each proposal and votes. The adopted proposals comprise the components of the resolution. The resolution is then voted by the group, and the treaty is constructed.

In order for the students to develop an understanding of the motivations and problems experienced by their people, team research should focus on the following issues:

- **Sociocultural** (the values, attitudes and religious beliefs underlying the conflict): What problems existed between the Hindu and Muslim soldiers involved in the Sepoy Rebellion? (India, 1857) What religious beliefs were involved in this rebellion? How did the British respond, and why? Individual students role-play a Sepoy or British soldier and become a witness to the UN General Assembly.
- **Political:** Did the English and/or the Indian peoples have political power backed by military strength? What were the relative strengths of the two? Was there a strong central government with good communication and resources? What problems existed in language, transportation, military organization, and quality of leadership?
- **Economic:** What forces were driving British Imperialism? What were the reasons for Western interest in Asia? Events such as the Opium War (China, 1839–42) blended social, political, and economic issues and brought a sense of connections to the students. What were the technological differences between the people involved, and how did these technological distinctions affect the outcome? What people received economic benefit from imports and exports? What were the labor issues involved both in money and working conditions?
- **Geographic:** How did Great Britain's geography motivate its colonial expectations? What did the climate and geography of India and China offer to the British? What climate and land features of the nations involved offered advantages and disadvantages to the exchange that developed?

At the beginning of the project, provide students with a scoring guide listing your expectations in categories such as research, presentation of research information, demonstration of knowledge, and participation in activity. List each category separately on the scoring guide, and provide spaces for written comments and numerical entries. During the activity, make evaluative comments on the scoring guides for each student.

Further Exploration. These activities provide many opportunities for the range of students in a class. It is important that students select or are assigned a role that is comfortable but challenging. Teams should be structured to represent a balance in the functional abilities of the students. The strategies may be applied to Grades 9-12 social studies classes and are usable in any discipline where the issue of conflict is addressed both past and present. This approach can be expanded or adapted to the class environment and needs. It is important that Team 4 or 6, respectively, is prepared in the rules of order and takes charge of the Assembly. Speakers must be given limited time to state their positions and proposals. A timer and accurate record keeping are essential. A diplomatic party provides an interesting conclusion to the activity. Each delegation may prepare and provide food for the party to further enhance the multicultural experience.

Connections. The above activity enables students to practice conflict resolution skills, which are transferable to the workplace (Workplace Readiness Standard 4, Indicators 2, 4, and 5). The activity can also be related to several other social studies indicators:

- Analyze and formulate policy statements demonstrating an understanding of issues, standards, and conflicts related to universal human rights. (Standard 6.3, Indicator 14)
- Evaluate the views, beliefs, and impact of different social groups on a given historical event or issue. (Standard 6.4, Indicator 9)
- Argue an ethical position regarding a dilemma from the study of key turning points in history. (Standard 6.4, Indicator 12)
- Interpret how various cultures have adapted to their environments. (Standard 6.5, Indicator 15)
- Apply economic concepts and reasoning when evaluating historical and contemporary developments and issues. (Standard 6.6, Indicator 11)
- Evaluate principles and policies associated with international trade. (Standard 6.6, Indicator 12)
- Explain the historical movement pattern of people and goods, and analyze the bases for increasing global interdependence. (Standard 6.8, Indicator 17)

Resources. The following resource provides support for the suggested activities:
The "*Conflict Resolution and Peer Mediation Guide*" distributed free by the New Jersey State Bar Foundation (1-800-FREE LAW) provides a number of excellent suggestions and guidelines for developing the General Assembly phase of the activity.

Historical Note. Most standard texts provide the basis for the introduction of concepts up to the research phase. Research should be extended into the library and home for individual teams. The teacher should be familiar with the array of cooperative learning strategies that may be adapted to this activity.

When cultures interact—especially through movement of populations, as in the period of the Crusades, or European exploration and colonization—there is a cultural exchange with mutual influences (positive or otherwise). The Columbian exchange, for example, had good and bad aspects. In a later era, throughout the 19th and early 20th centuries, British Imperial rule exerted a powerful influence on the peoples of India and China. British rule in these countries frequently took the form of cultural imperialism as a host of political, legal, economic, and educational reforms were imported, institutionalized, and eventually woven into the fabric of national culture. In some instances, these reforms came into conflict with the cultural practices of indigenous populations. The Sepoy Rebellion of 1857 (India) and the Opium War of 1839 (China) provide interesting case studies of the cultural conflict between British colonialists and their native subjects.

Indicator 14: Understand views held by people in other times and places regarding issues they have faced.

Through the study of literature, art, and music produced by the victims of the Holocaust, the students learn through the eyes and voices of the victims how terrifying and destructive this genocide was and how the victims struggled to record their anguish and suffering. Students develop an understanding and appreciation of the importance of art, music, and literature as a means of documenting and expressing the human experience and of influencing present-day attitudes by informing us of the ultimate effects that prejudice and bigotry can have. They learn to interpret history through the eyes of one individual communicating across time, space, and generations through personal art, music, and literature.

LEARNING ACTIVITIES: Grades 9–12

UNDERSTANDING PEOPLE AT ANOTHER TIME IN HISTORY
The Butterfly

Historical Periods: World History—Age of Imperialism and World War (1850–1950)

Historical Theme: The History of Social Classes and Relations

The History of Literature

Overview. There are many incidents of horror and inhumanity in history but few, if any, reached the depths and extent of human destruction experienced in the Holocaust of 1933–45. Yet, in the midst of this human destruction, there were many individuals who found expression for their anguish and suffering in the creation of beautiful poetry, music, and art. In the works they created we find a potent record of the horrific events that occurred, but we also find evidence of the indomitability and creativity of the human spirit in the face of what would seem insurmountable odds. Some express the beauty their eyes and hearts discovered hidden and disguised in the grim reality of their world. Although many of those who created these works did not survive, the works themselves still give voice to their creators, bear witness to the times and events, and honor the memory of those who suffered.

Understanding. *The Butterfly* is a poem created by young Pavel Friedman while held prisoner in Terezin. Although Pavel was later transferred to another camp where he died, his words will speak to us. This poem is in a collection of poems and drawings created by the children of the Terezin Concentration Camp. (Of the 15,000 children in Terezin, only 100 children survived.)

After students read the poem silently to themselves, read it out loud (or ask for a student volunteer to do so). Ask the students to identify the symbols of beauty and discovery found in the poem. How are the ugliness of the Terezin ghetto and the sorrow of the author conveyed to the reader? Discuss the reasons for Pavel's presence in the ghetto and how it has changed his life. Students examine the poem for evidence that Pavel has experienced growth and an appreciation for beauty in life despite the effort of the Nazi regime to crush the sense of humanity and the human spirit in their victims. Despite the determined efforts of the Nazis, Pavel has triumphed over their efforts. They took his life but could not silence his voice or take away the memory of his existence.

Responding. Students draw a picture that illustrates Pavel Friedmann's poem or write a response to Pavel. What message does the work of Pavel, and others like him, hold for us today and for future generations?

Relating the Holocaust to Contemporary Events. Analyze the role of literature and art in telling the human story of world events. Discuss with the students their perceptions of the importance of such works in influencing attitudes of people today about prejudice, cruelty, and genocide. Ask students to list and describe any current incidents that may parallel this. Students should research current events in Bosnia, China, and Cambodia.

Further Exploration. There are many other poems and drawings created by the children of Terezin Concentration Camp that may be found in the collection *I Never Saw Another Butterfly* and in other collections of works created by those who were tormented during the Holocaust. *Zlata's Diary* is an example of a young girl's efforts to record her experiences during the genocide in the former Yugoslavia. There are many other tales of survivors of the Holocaust available, as well as the works of those who died. Probably best known is the *Diary of Anne Frank,* which has served as the basis for plays, movies, television documentaries, and other works. Some versions have been edited and rewritten for younger children.

Connections. This activity can be connected to Social Studies Standards 6.3, 6.4, and 6.5; various Language Arts Literacy Standards; and World Languages Standard 7.2, Indicator 6. These themes can also be connected to the development of an understanding and appreciation of the importance of democratic ideas, practices, and responsibilities.

Resources. The following resources provide support for the suggested activities:

Anti-Defamation League of B'nai B'rith, 823 United Nations Plaza, New York, NY 10017

New Jersey Commission on Holocaust Education. *Caring makes a difference: The Holocaust and genocide curriculum guide for K-8.* (A curriculum guide for Grades 7-12 is also available.)

The New Jersey Department of Education's Learning Resource Centers are located in Aberdeen, Sewell, and East Orange.

Social Studies School Service (800-421-4246) has a catalog of Holocaust education materials including books, videocassettes, CD-ROMs, and other teaching materials.

The United States Holocaust Memorial Museum in Washington, D.C., has bibliographies and many resources available. Their telephone number is (202) 488-0400.

(This section was submitted by the New Jersey Commission on Holocaust Education.)

Indicator 15: Interpret how various cultures have adapted to their environments.

One of the major adaptations of cultures has been ***urbanization,*** the development of cities. The modes of urbanization throughout history have been a measure of the growth of cultures. An analysis of urban settlement patterns during the Colonial Period reveals how different cultural groups—the Dutch, the French, and the English—adapted to the New World.

LEARNING ACTIVITIES: Grades 10–12

HOW CULTURES ADAPT
City Planning in Colonial America

Historical Periods: U.S./N.J. History—The Colonial Period (to 1763)

Historical Theme: The History of Cities and City Life

Overview. People adapt to their environment to survive and prosper, to improve their way of life, and to provide for and protect their families and their communities. In the colonization of North America, cultures and nations approached settlement in various ways, influenced by their own heritage and respective set of expectations. Over time, the nature and characteristics of these settlements changed, becoming increasingly urbanized and assuming more familiar European qualities.

Investigating Motives. Working in small groups, students research the founding of early communities (prior to 1670) such as New Amsterdam (later New York) by the Dutch, Quebec by the French, and Boston by English Protestants. They discuss the following questions:

- **Group A:** Why did the Dutch, French, and English desire to colonize North America?
- **Group B:** What did they hope to gain from the "new" world?
- **Group C:** How did they attempt to realize their objective by establishing significant settlements?

Comparing Town Plans of Early Settlements. Students compare early town plans for New Amsterdam/New York, Quebec, Boston, and/or Philadelphia. (See *Historical Note* below.) They identify characteristics such as New Amsterdam's and Boston's rather haphazard, medieval street design and congested residential growth patterns or Philadelphia's logical, orderly, perpendicular cross streets and public squares.

Settlement Patterns of Colonial New Jersey. Students examine New Jersey's colonial growth as two separate colonies, East and West New Jersey. They identify the settlement patterns of some of its principal communities, such as Burlington, Elizabeth, Newark, New Brunswick, Princeton, and Trenton. In examining these early communities, students identify the primary cultural group of the settlers (e.g., English, Dutch, Quakers, Calvinists) and the geographical features that influenced their settlement (e.g., rivers, seaports, mountains).

Early City Planners. Students read one of William Penn's promotional tracts or other colonial accounts, such as Thomas Budd's description of West Jersey. How do these accounts clarify the thinking and intent of these early city planners?

Contemporary City Planners. Students use what they have learned thus far to design their own small community, first in words and then with some preliminary drawings.

Further Exploration. Students examine the numerous ethnic/socioeconomic groups encouraged to live in the colonies in general and in Philadelphia particularly. They evaluate colonial city planning and development and analyze colonial urban institutions. Students also research the founding of their own community and the various ethnic/socioeconomic groups that settled there.

Connections. This activity prepares students to evaluate how individuals, groups, and institutions influence solutions to society's problems (Standard 6.4, Indicator 10) and to analyze the mutual influences among different cultures throughout time (Standard 6.5, Indicator 13). Furthermore, the activity relates to a whole series of geographical understanding indicators dealing with urbanization (Standard 6.8, Indicators 14, 15, 16, and 17).

Resources. The following resources provide support for the suggested activities:

Atlas of Colonial America.
Davis, Allan H. and Mark H. Haller. (1998). *The Peoples of Philadelphia.* University of Pennsylvania Press.
Fischer, D. (1991). *Albion's Seed: Four British Folkways in America.* Oxford University Press.
Lemon, J. *The Best Poor Man's Country: A Geographical Study of Early Southeastern Pennsylvania.*
Lockridge, K. A *New England town: The first hundred years.*
Meyers, Cavelti, & Kerns (Eds.). *Sources of the American Republic.*
Meyers. *Accounts of early Pennsylvania, New Jersey and Delaware.*

Historical Note. William Penn's plan for his "intended metropolis" of Philadelphia in 1682 departed from earlier colonization plans in several ways:

- His city was a planned community of wide streets and large public spaces, an idea influenced by the Great Fire of London in 1666.
- He intended the city to be a "green countrie towne" surrounded by productive farms.
- His intended populace was a conglomerate of peoples, not a homogeneous group.

As a consequence of Penn's desires for a diverse population, he translated into many European languages the promotional tracts describing the benefits and virtues of his colony and city. Eventually, his desire for a diverse population altered his plan for an orderly, "open" city and created tensions among his colonists.

(These activities were submitted by the New Jersey Council for the Humanities.)

Indicator 16: Analyze how beliefs and principles are transmitted in a culture.

Students should understand the multiple ways in which cultures pass on beliefs and principles to their youth. This is the process of *socialization*, which is essential to the preservation of any culture. It begins with the learning of language by the infant and continues through parenting to schooling. Beliefs common to the culture are transmitted through all of these processes. Principles are based on beliefs and are internalized in the normal development and experience of each individual person in a cultural milieu.

LEARNING ACTIVITIES: Grades 9–12

CULTURAL TRANSMISSION OF BELIEFS AND PRINCIPLES
Republican Virtues and the Education of Young Patriots

Historical Period: U.S./N.J. History—The Revolution and Early National Period (1763–1820)

Historical Theme: The History of Education

Overview. Education was a crucial issue during the early days of the American Republic. Our nation's leaders wanted to secure the fruits of victory by instilling democratic values and "republican virtues" in young American men. In his writings, Thomas Jefferson argued that education prepared young Americans to assume the awesome responsibility of self-government. Later in his life, Jefferson established the first public institution of higher education in the country, the University of Virginia. For further background, see the *Historical Note* below.

Reading Primary Sources. Although many early theories about education applied only to free men, they reflect our young nation's interest in cultivating the beliefs and principles of democracy. Provide copies of excerpts from the educational writings of Jefferson and Adams. Form two committees of students, one for Jefferson and one for Adams. Each group should attempt to answer the following:

- What was Jefferson or Adams saying about education?
- How important did they think schooling was to the nation?

When they have answered these questions, students are ready to develop their own views about the goals of education in a democratic society. Each student writes a paragraph stating his or her view of the place and importance of education in the life of the community.

Thomas Jefferson on Education. Students read more of Thomas Jefferson's educational writings and compare them with contemporary views on "democratic education" as found in contemporary

periodicals such as *Time, Newsweek,* and *U.S. News* and *World Report* (all of which produce classroom editions). They discuss and write on the following questions:

- What does Jefferson believe are the primary and secondary goals of education?
- What would he think of today's public education system?
- What would today's educators think of Jefferson's views on education?

Abigail Adams on Education. Provide students with excerpts from several letters written by Abigail Adams, an important woman theorist of early American history, and evaluate her views on gender and education. They discuss the following questions:

- Does Adams believe that men and women have different spheres of influence?
- Is Adams's concept of "republican motherhood" an endorsement of women's involvement in politics?
- In what sense were Adams's views radical for her times?
- Was Adams a "feminist" as we use the term today?
- What exactly is a "feminist?"
- How do you feel about the place of gender in education?
- Should boys and girls be educated in the same classroom?
- What are the major issues in this regard in education today?

Students do further reading and research on these issues in preparation for a debate on the subject of gender and education. The criteria should be developed by the group with the teacher and the library media specialist and should include as a minimum the following:

- Is the view well presented?
- Is there adequate research material presented?
- Does the research material support the views of the presenter?
- Is the conclusion reasonable? Is it consistent with the principles of democracy? How is it consistent or inconsistent with those principles?
- Have we been convinced by the presentation?

The class scores each presentation. Following the debate, students discuss what they heard, review the scores, and decide which presentation was most convincing. (See *Teaching Note* below.)

Further Exploration. Students devise their own theory of democratic education for modern times. What "virtues" should be taught? Should everyone receive the same education? Should parents have the right to choose the type of education their children receive?

Connections. Students evaluate the educational ideas of past thinkers and political leaders (Standard 6.5, Indicator 14). Through developing their own theories of democratic education, students also define the right to education in a free society (Standard 6.3, Indicator 14). See the Language Arts Literacy Standards introduction, which says that "Language Arts are the abilities that enable one to think logically and creatively; express ideas; understand and participate meaningfully in…communications" and so on. This set of activities relies heavily on the students' ability to do these things.

Resources. The following resources provide support for the suggested activities:

Graff, Gerald. (1992). *Beyond the culture wars: How teaching the conflicts can revitalize American education.* (This resource can be helpful in approaching many of the cultural conflicts of today's world.)

Boyd, J.P. (Ed). *Papers of Thomas Jefferson.* Twenty-seven volumes have been issued from 1951 until 1997. Search <amazon.com> for individual listings and summaries.

Norton, Mary Beth. *Liberty's daughters: Women of Revolutionary era.* (Documents women's lives during the Revolution; includes letters of Abigail Adams)

Historical Note. In a series of letters to her husband (President John Quincy Adams), Abigail Adams discussed the concept of "republican motherhood," the belief that women's patriotic duty was to raise children to respect the values and democratic institutions of the new nation. Adams feared that without such training, future generations of Americans would fail to meet the challenges and responsibilities of democratic leadership. These concerns were echoed in early school textbooks that "taught" patriotism to students.

Teaching Note. When teaching cultural conflicts, Graff (1992, p. 12) advises teachers as follows:

> In this book I argue that the best solution to today's conflicts over Culture is to teach the conflicts themselves, making them part of our object of study and using them as a new kind of organizing principle to give the curriculum the kind of clarity and focus that all sides now agree it lacks… This is a compromise that all sides can agree on…avoiding the pluralist cafeteria counter curriculum.

Indicator 17: Understand the multiple influences of gender, family, background, religion, ethnicity, socioeconomic position, and nationality as the bases for analysis of individual identity.

In the postmodern world, individual identity is multifaceted. Situations determine which identifications we reveal and which ones we keep hidden. Students on the secondary level should begin to comprehend the complexity of individual identity.

LEARNING ACTIVITIES: Grades 9–12

HOW THE CULTURE SHAPES US
James Baldwin

Historical Periods: World History—The Modern World (1950 to present)

U.S./N.J. History—The Modern Age (1945 to present)

Historical Theme: The History of Social Classes and Relations

Overview. The study of personal identity in relation to one's cultural milieu is an integral part of the study of cultures in general. Identity involves one's conception of self and relationships with others in the social context. Students study the significance and impact of many elements of their culture such as family background, ethnic heritage, socioeconomic position, and nationality. They also examine the complex issues of gender and personal identity. Many of these issues are illustrated in contemporary and past works of literature and the other arts.

The following passage is excerpted from a 1979 essay by the African American author James Baldwin.

> It goes without saying, then, that language is also a political instrument, means, and proof of power. It is the most vivid and crucial key to identity. It reveals the private identity, and connects one with, or divorces one from, the larger, public, or community identity. There have been, and are, times, and places, when to speak a certain language could be dangerous, even fatal. Or, one may speak the same language, but in such a way that one's antecedents are revealed, or (one hopes) hidden. This is true in France, and is absolutely true in England. The range (and reign) of accents on that damp, little island make England coherent for the English and totally incomprehensible for everyone else. To open your mouth in England is (if I may use black English) to "put your business in the street": you have confessed your parents, your youth, your school, your salary, your self-esteem, and, alas, your future.

Language and Identity. After reading the Baldwin passage, students discuss whether language is, as the author suggests, the "key to identity." What does spoken language tell us about an individual's family background, ethnicity, and/or socioeconomic status? Is Baldwin's observation more appropriate for England and France, where dialect and social status are more intimately connected?

The Media and Identity. Ask students how newspapers, television, and film influence our perceptions of our own identity and the identities of others. Is it possible for us to overcome these influences to form "genuine" opinions about others and ourselves? How can dialogue help us understand and form bonds with individuals who are different from us?

Further Exploration. Students research how the advertising industry constructs identities based on the purchase and use of consumer goods. They can clip advertisements from magazines and newspaper and make a present their findings to the class.

Connections. Students consider how print media, television, and film affect their perceptions of others (Workplace Readiness Standard 3, Indicator 10). Students also develop a respect for people who are different from themselves (Workplace Readiness Standard 4, Indicator 6).

Resources. The following resources provide support for the suggested activities:

Baldwin, James. (1979). *Notes of a native son.* New York: Macmillan.

Brown, Wesley, & Ling, Amy. (1991). *Visions of America: Personal narratives from the promised land.* New York.

Johnson, James Weldon. (1990). *The autobiography of an ex-colored man.*

Indicator 18: Evaluate the mutual influence of technology and culture.

Science and technology have a profound effect on the attitudes, values and "world views" of cultural groups. Conversely, cultural groups define the uses of science and new technologies. This indicator asks students to explore the dynamic between science and culture.

LEARNING ACTIVITIES: Grades 9–12

THE CULTURAL IMPACT OF SCIENTIFIC REVOLUTIONS

Historical Periods: The Age of Global Encounters (to 1700)
The Age of Revolutions (to 1850)
The Age of Imperialism and World War (to 1950)
The Modern World

Historical Theme: The History of Social Thought

Overview. Science and technology have had and continue to have a major impact on culture, as can be seen by studying the progression of scientific thought from Galileo to Isaac Newton to Albert Einstein. Coupled with the ideas of "paradigm shift" (Thomas Kuhn) and the problem of the gap between the scientific and popular cultures (C.P. Snow), such study will introduce students to how science and technology have changed the culture in which we live.

Cosmologies. Provide students with selected readings on the general world-view at the time of Copernicus. Why did people in general believe the earth was the center of the universe? How was this belief related to religious convictions? If the earth is not the center of things, what does this say about man and his place in the universe? If man is not the center, then what is his/her appropriate place in the cosmos? Students can begin to develop explanations of why European cultures were so slow to replace the geocentric theory with the heliocentric theory in response to the findings of Galileo in the 16th century.

Literary version. Students read literary versions of the story of Galileo, especially the play by Bertolt Brecht. What are the issues of conscience in this play? When should religious conviction overrule scientific discovery? These are difficult and complex issues for students to consider. The teacher should be sensitive to religious convictions of students in any such consideration. Teach the conflicts but provide students with a model of the ability to consider alternate viewpoints and explanations for complex phenomena.

Newton and Einstein. Our world view is based in most cases on what science has discovered about space, time, matter, energy and other matters of import. This world view also affects our everyday lives and our thoughts and beliefs about many things. Teachers can explain how the work of Issac Newton in the 17th century and Albert Einstein's work in the 20th century laid the groundwork for such significant developments as atomic energy and television, and the impact of these developments on culture. Ask students to use the encyclopedia in the school library or to consult HYPERLINK **http://www.encyclopedia.com** to study the life and times of both Newton and Einstein.

- How did their discoveries change the world view at the time ?
- What did the laws of gravity mean to the people of Newton's time, the 17th century?
- Did people begin to develop a more mechanistic view of the universe?
- How did Einstein's discoveries affect the thinking and cultures of the 20th century?

Metatheories. Students are ready now to begin to consider the impact of science on culture in a broader context. Provide reading selections from Kuhn's *The Structure of Scientific Revolutions and* Snow's *The Two Cultures*. Have students do book reviews on their reading, to be presented to the class for general discussion and critique.

The following are basic understandings for students while studying the impact of science and technology on civilizations:

- Change is a basic mechanism for the growth of civilizations.
- Such change comes from either science or art.
- There can be great resistance to change if basic views and assumptions are challenged.
- People who educate the community to accept salutary changes are frequently rejected in their own time and honored later.
- Some proposed changes are good; some are not.
- It is our individual responsibility to be able to determine the difference. This is a major role for education in everyone's life.

Students begin to list and discuss changes that have happened in their lifetimes. Each student selects a good change and does some research to be able to describe the change and its effects on the culture.

Further Exploration. There are a number of possibilities for extension of this unit. Students can illustrate heliocentric and geocentric theories in a pair of three-dimensional displays; they can survey the number of hours students watch television and relate the findings to Einstein's work on photoelectricity; and they can prepare a chart showing all of the ways that knowledge of atoms and their structures affect daily life.

Connections. The above activities allow students to compare customs of societies over time (Standard 6.4, Indicator 6) and to analyze how cultural and scientific institutions function either to maintain continuity or to promote change.

Resources. The following resources provide support for the suggested activities.

Kuhn, Thomas S. (1970). *The structure of scientific revolutions.* Revised Edition. Chicago: University of Chicago Press.

Jacob, Margaret C. (1988). *The cultural meaning of the scientific revolution.* Philsdelphia: Temple University Press.

Snow, C.P. (1964). *Two cultures: and a second look.* Second Edition. New York: New American Library.

Laughton, Chas. (translator). (1991). *Galileo* by Bert. olt Brecht. Grove Press: New York.

Standard 6.6
ECONOMICS AND HISTORY

All students will acquire historical understanding of the economic forces, ideas, and institutions throughout the history of New Jersey, the United States, and the world.

INTRODUCTION TO STANDARD 6.6

The new demands of the workplace along with the rise of a global marketplace make "economic literacy" a high priority in today's schools. Standard 6.6 requires students to understand basic economic concepts and to be able to apply those concepts to the histories of our state, our country, and the world. In order to achieve this level of understanding, students must begin in the early grades with some very basic economics. Standard 6.6 defines "economic literacy" as a student's comprehension of such basic economic ideas as the role of money, wants and needs, supply and demand, the market and its role, and the workings of an economic system. Standard 6.6 also requires students to develop an understanding of government policies that regulate the private sector, international trade, and economic development. Students may acquire an understanding of these economic concepts and policies through instruction that emphasizes basic concepts and history including the following themes:

- **The History of Early Agriculture,** especially applicable to the early civilizations of the Nile Valley, China, and India.
- **The History of Travel and Communications,** which emphasizes the modes of transportation and communication at key turning points (e.g., horse, train, automobile, telegraph, telephone, radio, television, computer).
- **The History of Economic Regulation,** which emphasizes varying government approaches to the market concept and highlights the contrast between market and command economies in American and European history.
- **The History of Industrial Revolutions,** including significant changes in modes of production (e.g., from cottage industry to factory; from manual recording of transactions to computers).
- **The History of Banking and International Finance,** including the evolution of banks from the beginnings in the 12th century in the merchant communities of Italy to the 19th century when fully professional banking emerged. This topic continues in the period from the 1960s to the present when banking has emerged as a global enterprise in scope and technology. Includes the international financial system (World Bank, IMF, NAFTA, GATT, European Economic Community, and the euro).
- **The History of the Corporation,** beginning with medieval church organizations, through the guilds of the Middle Ages, to the modern transnationals.

Standard 6.6 references the required list of 12 broad historical time periods in world history and United States/New Jersey history that districts may use in their development of curricula based on these themes. Table 10 presents a suggested list of topics to be emphasized within each of these 12 periods.

Descriptive Statement: Economic systems develop as individuals and societies employ resources to produce and distribute goods and services, while government policies develop to aid, control, and improve these activities. Whether economic decisions and policies are personal, institutional, or governmental, they are made in an interconnected context. Students should develop the knowledge and skills to understand the economic forces which influence their lives, and to make decisions which maximize their own economic well-being and that of the larger society.

In order to ensure that students share a common core of knowledge, by the end of their school experience students should have studied all five of the major periods in United States history cited in Social Studies Standard 6.3. In addition, students should have studied all seven of the world history periods cited in Social Studies Standard 6.3. School districts are encouraged to define the balance among materials from Western, Asian, African, and other world cultures in each of these periods. Furthermore, several suggested themes are included among the history standards to enhance and enrich the study of history.

Cumulative Progress Indicators:

By the end of Grade 4, students:

1. Explain and demonstrate the role of money in everyday life.
2. Describe the relationship of price to supply and demand.
3. Describe work that people perform in our economic system.
4. Distinguish between wants and needs.
5. Illustrate the balance between economic growth and environmental preservation.

Building upon knowledge and skills gained in the preceding grades, by the end of Grade 8, students:

6. Identify and differentiate among various forms of exchange.
7. Explain the roles of markets and government policy in meeting the needs and wants of individuals and society.

8. Describe the interaction of various institutions that comprise economic systems, such as house holds, businesses, banks, government agencies, labor unions, and corporations.

9. Explain and illustrate how attitudes and beliefs influence economic decisions.

10. Evaluate a decision about the balance between economic growth and environmental preservation

Building upon knowledge and skills gained in the preceding grades, by the end of Grade 12, students:

11. Apply economic concepts and reasoning when evaluating historical and contemporary developments and issues.

12. Evaluate principles and policies associated with international trade.

13. Evaluate how the economic system meets wants and needs.

14. Analyze the successes and failures of various economic systems in meeting the needs and wants of their people.

15. Evaluate an economic decision.

16. Analyze and evaluate economic growth in the context of environmental conditions and sustainable development.

LIST OF LEARNING ACTIVITY TOPICS FOR STANDARD 6.6

Grades K–4

Indicator 1: *Role of Money in Everyday Life—The American Economy*

Indicators 2 and 4: *Our Wants, Our Needs, Supply and Demand*

Indicators 3: *The Work People Do*

Indicator 4: *(see Indicator 2)*

Indicator 5: *Environmental Economics*

Grades 5–8

Indicator 6: *Money as a Form of Exchange*

Indicator 7: *Markets and the Government—Medieval Burghers and the Control of Urban Commerce*

Indicator 8: *What is an Economic System?—Manufacturing and the Changing American Household, 1820-1850*

Indicators 9 and 10: *How Do People Influence Economic Decisions?—The Industrial Development of Newark, 1820-1890*

Grades 9–12

Indicator 11: *The Influence of Economic Factors in History—The Causes of World War I*

Indicator 12: *Evaluating Economic Principles and Policies—NAFTA and the Consequences of Free Trade*

Indicator 13: *Economic Theories*

Indicator 14: *How Economic Systems Work—Black Tuesday and the End of Laissez-Faire Capitalism*

Indicator 15: *How to Evaluate an Economic Decision*

Indicator 16: *Economic Growth and the Environment—The Case of New Jersey*

Indicator 1: Explain and demonstrate the role of money in everyday life.

Students learn that money has three functions: (1) to serve as a medium of exchange, (2) to be a store of value, and (3) to be used as a unit of accounting. Each of these functions is important to the understanding of basic economics. Students also learn how the economy works and how the uses of money are a critical part of the entire producing-consuming process. Without the medium of exchange, we would be trading food for baseball cards. Without the store-of-value function, the banks would collapse. Without the unit-of-accounting idea, we would not know the value of anything.

LEARNING ACTIVITIES: Grades K–4

ROLE OF MONEY IN EVERYDAY LIFE
The American Economy

Historical Period: Optional

Theme: Basic Economics

Overview. Many of us do not realize how important we are in the American economy. We as educators need to help young people become aware that in many ways they are or will soon be important participants in American economic life. Young people start by analyzing their own families as part of the system and proceed to the school, the neighborhood and the immediate community. We are all important in making our economic system work—whether as workers or as consumers of the things and services produced by the work of others.

The Meaning of Economics. Explain to the class that when people talk about economics, they are referring to how people are involved in providing for the welfare of their families by spending money and acquiring goods and services. Economics has three main elements:

- The study of how people make goods like bread, toys, or cars and how they provide services like trash collection, police protection, or medical treatment
- The study of how goods and services are divided up amongst all of us
- The study of how we use the goods and services we buy or acquire

Assign group or individual readings from any of the titles in the *One and Only Common Sense (Cents) Series* from Modern Curriculum Press (299 Jefferson Road, Parsippany, NJ). These very readable, high-interest, thin paperbacks on basic economic concepts are beautifully illustrated and will be very usable as part of your reading program. Titles in the series include: *The Book about Banking, A Money Adventure,* and *From Beads to Bank Notes.* Students discuss these concepts and relate them to their everyday lives.

Do a Survey. Ask students to think of ways they or their families make or use goods or provide services. Conduct a "YOU ARE THE ECONOMY" survey including the following questionnaire items:

1. Make a list of the jobs you (or your parents) do.
2. Do you have an allowance?
3. How much of that money do you spend?
4. How much do you save?
5. List below some of the items you or your family spend your money on.
6. Name the businesses where you buy goods and services.
7. List some of the things your parents purchased in the last month.
8. Name some television advertisements you remember that were aimed at children of your age.

Collect the completed surveys. The class tabulates them on the chalkboard. Students categorize the businesses and do a breakout of how much was spent on each type. After the survey data is tabulated, discuss with the class the following questions:

- What are the most common types of jobs we do?
- What might happen if kids stopped working right now?
- How much money do we spend as a class each week?
- What goods and services are most popular with us?
- What businesses are most popular in our class?

Further Exploration. Students continue their analysis of the survey forms to answer the following questions:

- Which businesses are most popular with our parents?
- What businesses advertise on television for young buyers?
- What would happen to these businesses if kids suddenly stopped buying or asked their parents to stop?
- Now how important do you think young people are in the economy?

Resources. The following resources provide support for the suggested activities:

Berger, M. (1993). *Round and round the money goes: What money is and how we use it.* Children's Press.
Brisson,P. (1993). *Benny's pennies.* Doubleday and Company.
Clark, R. (1989). *Money: Exploring the ways we use it.* Pro Lingua.
Maestro, B. (1993). *The story of money.* Clarion.
Manes, S. (1991). *Make four million dollars by next Thursday.* Bantam.
Rockwell, A. (1978). *Go-go's payday.* Doubleday and Company.

Virtual Economics Version 2.0 is a CD-ROM published by Economics America, a subsidiary of the National Council on Economic Education (1140 Avenue of the Americas, New York, NY 10036). It contains hundreds of classroom activities for teaching basic economics concepts at all levels (K-12).

Indicator 2: Describe the relationship of price to supply and demand.
Indicator 4: Distinguish between wants and needs.

The standard focuses on the place of economics in historical understanding. In order to study the effects of economics in history, students must learn some basic economic concepts. These indicators focus on some very fundamental ideas.

LEARNING ACTIVITIES: Grades 1–4

OUR WANTS, OUR NEEDS, SUPPLY AND DEMAND

Historical Period: Optional

Theme: Basic Economics

Overview. Needs are the basic survival items of individuals or of a nation. Individuals need food, clothing and shelter. Nations need a strong defense, an educational system, a system of government, and so forth. Everything other than needs are wants, things that we would like to have to make our lives or that of our country better. Sometimes things begin as wants, like radio and television, and then become needs because they are an important part of everyone's life. Without the mainstream media, we would be uninformed citizens of a democracy that needs an informed citizenry.

In any society, there are buyers and sellers. Sellers make things available to others because they want or need these things, which creates a ***demand***. This is the process of ***supply and demand***. Students learn the relationship of these basic economic concepts to the entire economic system, which is called the ***market***.

Needs and Wants (Grades 1-2). ***Scarcity*** is a basic concept in economics. There are simply not enough resources to satisfy everyone's wants. So choices have to be made, based on needs and wants. Ask students to relate a personal scarcity story such as the following:

- Not having enough time to go to the movie and play baseball
- Not having enough money for pizza and ice cream

Students compare each other's scarcity examples and comment on the choices made. (See *Teaching Note*.)

A Family Activity (Grade 3). Students create an imaginary family. Let's call them the Bickerstaffs. The class develops a budget for the family (including wants and needs) after specifying their monthly income. Students make separate charts listing ***WANTS*** and ***NEEDS***. During this activity, the monthly income increases because one of the Bickerstaff children gets a permanent job with a salary to be specified by the class. Class then recalculates the budget using the new data. (See *Teaching Note*.)

International Economy (Grade 4). Introduce the class to the relevant aspects of the concepts of trade and economic interdependence, using the newspaper and a weekly current events program. ***Trade*** is based on needs and wants from one state to another, or from one country to another. ***Economic interdependence*** arises because we do not have enough oil in our country to run our engines so we have to go to Mexico, Russia, and Saudi Arabia for their oil. Ask students to ponder what we have that supplies the world. This leads to a variety of activities highlighting where things are grown and/or made that we use every day. To demonstrate the complexities and issues surrounding international trade, divide the class into seven groups. Explain that each group represents a country with a different resource-profile and therefore different wants and needs. Students begin to develop a resource database as a result of their findings.

Provide each of the seven country groups a large bag with supplies, tasks, and discussion sheets. The important point here is to provide supplies that can be traded for other needed supplies-more paper, pencils, masking tape, rubber cement, felt markers, etc. When the groups take out the supplies allocated to them, they find that other groups have more, fewer, or different supplies than they have. One group registers its frustration with having only one bottle of glue and one pair of scissors. This group soon learns, however, that these commodities are in great demand. Through some savvy trading (***bartering***), the students acquire other needed materials. Implementing effective trading strategies is the ultimate measure of success.

Other Economic Concepts. Related concepts for study include ***prices***, ***income, law of demand***, ***demand schedule***, and ***supply schedule***. These concepts can be presented on a very basic level with simple charts and explanations. The CD-ROM *Virtual Economics* has many good activities. (See *Teaching Note*.)

Further Exploration. The fourth-grade groups reconvene as a class, and students discuss how they felt when they saw the disparities in resources from one country to another. What problems did they encounter in trading through barter? Would money have made these transactions more efficient? How does this activity mirror the real world? How does trading help or hinder a country? Discuss with students the issue of ***protectionism***. Point out that in a protected economy, American products would be cheaper than foreign goods because imports would be taxed and the resultant prices would be much higher than American goods. Do students think this is a good idea? Do they think that a foreign country would react negatively to such an arrangement?

Connections. Students do calculations (Mathematics Standard 4.6, Indicator 10) on personal and family budgets based on the cost of wants and needs.

Resources. The following resources provide support for the suggested activities:

Bendrick, J. (1997). *Markets: From barter to barcodes.* Franklin-Watts.
Flanagan, A. (1996). *A busy day at Mr. Kang's grocery store.* Children's Press.
Lewin, T. (1996). *Market!* Lothrop, Lee & Shepard.
Miller, R. (1991). *Economics, today and tomorrow.* McGraw-Hill.

Teaching Note. *Virtual Economics,* a CD-ROM developed by Economics America, a subsidiary of the National Council on Economic Education, contains several hundred detailed lesson plans for K-12 with a wealth of material for the elementary grades. Twenty-two basic economics concepts are covered. Through tutorials, links to other resources, video clips, narration, and text guides for teachers, this is a vital resource for all teachers of social studies. Teachers should examine these materials to select classroom materials that are consistent with the local curriculum.

Indicator 3: Describe the work that people perform in our economic system.

Students learn about the jobs that are performed by most of the people they know in their families, their neighborhoods, and the larger community. They learn about the interrelatedness of all of these occupations as performed in the workplaces of the larger system called the *economy.*

LEARNING ACTIVITIES: Grades K–4

THE WORK PEOPLE DO

Historical Period: Optional

Theme: Basic Economics

Overview. We make contributions to the general good through the work that we do in what is called our ***job***. Students learn about the variety of contributions that are made and how these contributions are all part of a larger system. Students begin to talk about jobs and careers, although at this age no credible career choice can be made. It is possible that this beginning of the career-exploration process will later result in a mature career choice. Students learn positive attitudes toward the adults in their lives other than family members: teacher, principal, police officers, firefighters, crossing guards, retail clerks, and so on. A typical activity would be to have children draw pictures of these community helpers and also to write a brief poem or paragraph about them.

The World of Work. Point out to the class that we all make contributions to the economy through our work. The jobs we have, inside or outside the home, help make life better for all of us. Students do as their homework assignments interviews with their parents about their jobs. Develop with the class a list of questions to be asked. Make copies of the list for children to take home and use. Interview questions might include the following:

1. Where do you work?
2. What goods or service do you help provide?
3. How is your job changing?
4. What are some of the other jobs at your workplace?
5. How do others depend on your doing your job?
6. What do you think is most important in doing a good job?

After interviewing their parents and/or other relatives, students discuss the responses in class.

They bring to class one thing that their parents might use at their workplace (e.g., a carpenter's tape measure, a physician's stethoscope).

Careers. The library media center can provide information on careers. After researching a career, students interview someone working in that capacity. Start with your own school and then extend this to the immediate neighborhood. Take class trips to the local donut shop or bakery, other stores, the firehouse, and so on, to learn about the work people do in the community.

Further Exploration. Students develop a form called the "Family Job Tree." This treelike structure should include a branch for each family member who is employed. Hold a class discussion about the information collected with the job trees. Ask the class: How has this activity extended our understanding of the economy and our place in it?

Connections. These activities should be taught in conjunction with Cross-Content Workplace Readiness Standard 1 regarding career planning and workplace readiness skills, especially Indicators 1-4.

Resources. The following resources provide support for the suggested activities:

A day in the life of…Series. (1988+). Troll Books.
Butterworth, N. (1992). *Busy people.* Candlewick Press.
Career ideas for kids who like…Series. (1998+) Facts on File.
I can be…Series. (1986+). Children's Press.
Littrell, J. J., Donini, Don, & Gray, Joanna. (1991.) *From school to work: Instructor's guide.* Goodheart-Willcox. (This is a typical workbook on workplace readiness skills with many activities that can be adapted to almost any level.
Maynard, C. (1997). *Jobs people do.* Dorling-Kindersley.
Miller, M. (1994). *Guess who?* Greenwillow.
Miller, M. (1990). *Who uses this?* Greenwillow.
Rylant, C. (1989). *Grigg's work.* Orchard.
Warke, K. (1996). *Career planning handbook.* Lamm.

Indicator 5: Illustrate the balance between economic growth and environmental preservation.

Students learn that the growth of a nation's wealth, economic growth, must sometimes be balanced against the effects on the world's environment. For example, if we used every inch of land in the city for housing, there would be no parks. Students begin to see that our needs and wants must be balanced with our stewardship of the Earth.

LEARNING ACTIVITIES: Grades 3–4

ENVIRONMENTAL ECONOMICS

Historical Period: Optional

Historical Theme: History of Economic Regulation

Overview. The most important measure of the economic growth of a nation is the ***gross domestic product (GDP)***. This is a major topic in ***macroeconomics***, the study of large-scale economies. The GDP is the gross market value of all goods produced domestically by a nation in a single year. The ***gross national product (GNP)*** counts the GDP and all other goods and services produced by a nation. The constant drive to improve economic growth can sometimes be in conflict with the objective of preserving environmental quality. Students learn to see the relevance of preserving certain aspects of the environment even if it prevents some economic growth. This is both an economic question and a values question. The question as to which is more important in any given case involves making the kinds of judgments that each individual must make for himself or herself.

Prioritizing Environmental Issues. Encourage students to speculate on the value of the environment and then list those things in the environment that they would want to preserve. Next, students prioritize the items on the list as ***high priority***, ***medium priority***, or ***low priority*** and give a justification for their choices.

Rain Forest Issues. Equatorial and tropical rain forests, or ***selva***, are forests of unparalleled richness of tree growth and vegetation. In recent years, they have been more widely exploited for commercial purposes with what some critics say are disastrous environmental consequences. Scientists say there can be as many as 3,000 distinct species of trees in a square mile in the rain forest. Provide readings for students on the rain forest issue with some issues identified for their consideration.

Students research some of the varieties of trees found in the rain forest of Brazil. The *National Geographic* magazine is an excellent source. Its recent articles on the gigantic insects of the rain forest make an interesting (though scary) presentation to the class.

Students study the issues and the debate surrounding the rain forests of South America. They determine the reasons they are disappearing and explain how this phenomenon connects with the economies of Brazil and of our country. What happens to the economy when it depletes a nonrenewable resource?

Endangered Species. Students select an animal that has been near extinction or one that is on the endangered species list. Describe the factors, economic and otherwise, that lead to the extinction of a species. Why should we care about the endangered species list? Is this pointless idealism or a real issue? Students debate the many sides of this issue in class and write papers explaining what they have found through research and what they have come to believe.

Thinking Locally. Working in small groups, students study air and water quality problems that have occurred in New Jersey and list the ways they impacted on the economy. Examples are Oyster Creek, shore pollution from the ocean, and landfills around the state. Students research the issues surrounding toxic waste sites by reading local newspaper files and summarizing the stories on this point. They explain to the class what happened and compare the positions taken by state and city officials, citizen groups, scientists, and educators.

Identify and compare the differences in the environmentally related economic problems of cities, the suburbs and rural areas. Work in small groups to identify and expand issues.

Further Exploration. Identify government agencies that monitor safety issues that impact on the economy. Working in groups, students select an agency to study and report on. Examples include the New Jersey Department of Environmental Protection, New Jersey Department of Health, OSHA, and the Poison Control Center. What do they do? Do they produce reports? Students obtain and analyze some of these reports.

Resources. The following resources provide support for the suggested activities:

Albert, T. (1996). *The remarkable rainforest: An activities learning book for kids.* Trickle Creek Books.
Bright, M. (1991). *Tropical rainforest.* Gloucester Press.
Corson, W. (Ed.). (1990). *The global ecology handbook. Practical supplement to the PBS series "To Save the Planet."* Beacon Press.
Few, R. (1993). *Macmillan's children's guide to endangered animals.* Macmillan.
Goldman, L. (1995). *Bats, bugs and biodiversity: Adventures in the Amazon rainforest.* Atheneum.
Lasky, K. (1997). *The most beautiful roof in the world.* Harcourt Brace.
New Jersey Department of Education. (1998). *New Jersey science curriculum framework.* Author.
Pollack, S. (1993). *The atlas of endangered animals.* Facts on File.
Taylor, D. (1992+). *The endangered animal series.* Crabtree.

Indicator 6: Identify and differentiate among various forms of exchange.

Without a medium of exchange, the millions of transactions that take place daily between people, companies, and nations could not take place. The medium of exchange is and has been money. Money can be either ***commodity money*** (e.g., gold), ***fiat money*** (e.g., the dollar bill), or ***bank money*** (e.g., a check you write). Money must also retain its value over time to be useful as an exchange vehicle. Your dollar bill retains its value over time. Other commodities, of course, retain value (e.g., land, baseball cards, jewelry, other valuables), but these are not easily usable in daily transactions. Students must learn the concept of exchange and how it facilitates our everyday lives.

LEARNING ACTIVITIES: Grades 5–8

MONEY AS A FORM OF EXCHANGE

Historical Period: World History—The World of Hemispheric Interactions and the "Middle Ages" (500–1400)

Theme: Basic Economics

Historical Theme: The History of Banking and International Finance

Overview. The use of money as a form of exchange is intimately connected with the growth of cities and commerce in Europe during the 12th and 13th centuries. With the revival of trade routes to the North and East and the corresponding growth of urban commercial centers, money became a required medium of exchange among traders and merchants. The old, feudal practice of ***barter***—the direct exchange of goods on a local scale—could no longer be sustained in an urban economy, in which the web of dependencies and the complexity of transactions between merchants necessitated a common medium of exchange.

Currency. The widespread adoption of currency in early modern Europe signifies the beginnings of ***capitalism*** as a world economic system. Students study the origins of capitalism in connection with a unit on economics or as part of their larger consideration of world history. Provide students with a listing from the daily newspaper of exchange rates for the dollar in selected foreign countries. Students calculate the relative costs of some big-ticket items like cars and televisions in pesos, francs, kopeks, and so forth. What conclusions do they reach about this interesting comparison? Repeat this activity systematically over time to track the fluctuations. Provide readings on currency change and its effects as students become interested in the international currency market.

Barter. In earlier grades, facilitate a discussion about informal barter systems that exist in the school (e.g., the trading of food items during lunch). Students make lists of things they would like and things they would be willing to trade or barter to get their needs.

Afterward, compare such bartering to a currency-based system of exchange. Under what conditions is bartering a desirable method of exchange? What are the pros and cons of bartering and currency-based systems of exchange? Which system allows greater freedom of choice?

Token Economy. Set up a "token economy" in the classroom to illustrate the uses of currency. Award tokens to students based on academic performance and/or other deeds. There are numerous applications for this game.

History Lesson. In more advanced grades, students draft a paper tracing the evolution of capitalist systems in Europe, starting with the reopening of trade routes to the East after the First Crusade through the exploration and settlement of New World colonies. Discuss how these events transformed European concepts of exchange and credit.

Further Exploration. Point out to students that electronic data is slowly replacing hard currency as the dominant form of exchange in today's economy. For instance, consumers can now use credit cards to purchase groceries and gasoline and to pay for bridge, tunnel, and highway fares. Students can document the many uses of electronic data in our economy and discuss the advantages and disadvantages of the shift to a "cashfree" society.

Connections. By studying different methods of exchange—barter, hard currency, and electronic data—students learn different patterns of commerce (Workplace Readiness Standard 3, Indicator 9). By tracing the evolution of capitalist economies from medieval times to the present, students explain relationships between causes, effects, and long-term consequences (Standard 6.3, Indicator 5).

Resources. The following resources provide support for the suggested activities:
Cliffs Notes on Basic Economics.
Cribb, J. (1990). *Eyewitness: Money.* Knopf.
Godfrey, N. (1998). *The story of money.* Modern Curriculum Press.
Godfrey, N. (1998). *Neal Godfrey's ultimate kid's money book.* Simon & Shuster.
Goldman, E. (1996). *Money to burn.* Puffin. (Fiction)
Sold! The origins of money and trade. (1994). Runestone Press.
Virtual Economics (CD-ROM) [See Indicator 1's *Resources* section.]

Indicator 7: Explain the roles of markets and government policy meeting the needs and wants of individuals and society.

Markets develop in response to consumer needs and wants. Historically, governments have both promoted and regulated markets to meet the needs and insure the well-being of consumers and society. Students in the middle grades should understand the impact of markets and government policies on consumers and society throughout time.

LEARNING ACTIVITIES: Grades 5–8

MARKETS AND THE GOVERNMENT
Medieval Burghers and the Control of Urban Commerce

Historical Period: World History—The World of Hemispheric Interactions and the "Middle Ages" (500-1400)

Historical Themes: The History of Cities and City Life
The History of the Corporation
The History of Economic Regulation

Overview. One of the earliest examples of government-regulated commerce was the municipal system of the medieval ***burghers***. The burghers, named after the ***burgs*** they governed, simultaneously represented the interests of the merchant class to which they belonged and the citizens whom they protected. Burghers exercised tight control over all business conducted within their cities: they set prices, supervised the production of goods, established labor regulations, and protected consumers against fraud. The burghers' regulatory practices were consistent with the medieval economic doctrine of "just price," the notion that goods should be sold at just and reasonable prices and that producers should not take advantage of consumers or laborers.

Comparing Burghers and corporations. The morality of the burghers' economic practices was soon replaced by the logic of supply and demand, as the volume of trade and commerce in Europe increased during the 15th and 16th centuries. How were the burghers organizations like the modern corporation? How were they different? Students begin their study of the history of economic regulation from medieval times to our present-day economic system by doing some research on the burghers.

Just Prices. Ask students to arrive at "just prices" for a selected list of goods and services. Afterward, they explain their method of determining a just price. What values inform this process? Can the students agree on a set of values to govern the setting of prices?

Government's Role. Students then consider how governments today regulate the pricing, distribution, and quality control of certain goods and services. They discuss the proper role of government in regulating certain markets and also consider theories of deregulation for a variety of different industries. A case-study approach may be helpful.

Further Exploration. Students evaluate the success of privatized governmental services, such as sanitation, driver registration, and education. Has market competition contributed to the improvement of these services? Does the absence of government regulation harm consumers in any way?

Connections. Students study multiple examples of regulated industries and draw conclusions about the appropriate role of government in the marketplace (Workplace Readiness Standard 3, Indicator 12). They also learn how government regulation of the marketplace can function to meet individual and group needs (Standard 6.4, Indicator 7).

Resources. The following resources provide support for the suggested activities:

Brison-Pullen, E. (1998). *Life in the middle ages.* Barrons Juveniles.
Clare, J. (1993). *Medieval towns.* Harcourt Brace.
Macdonald, P. (1997). *How would you survive in the middle ages.* Franklin-Watts.
McCaughrean, G. (1997). *The Canterbury tales.* Puffin Classic. (Fiction)
Ross, C. (1992). *Medieval times thematic units.* Teacher Created Materials.
Spielvogel, J. (1998.) *World history: The human odyssey.* West Publishing. (This is a new text with extensive treatment of non-Western topics.)
The late middle ages. (1990). Raintree Publishers.
Thomas, H. (1996). *World history.* Harper Collins.

Indicator 8: Describe the interaction of various institutions that comprise economic systems, such as households, businesses, banks, government agencies, labor unions, and corporations.

Students learn the meaning of ***system***, how public and private institutions interact to create what is called an ***economic***, or wealth-producing, system. They also learn that changes in one institution can affect others and that such interactions can alter the ***equilibrium***, or balance, of the entire system.

LEARNING ACTIVITIES: Grades 5–8

WHAT IS AN ECONOMIC SYSTEM?
Manufacturing and the Changing American Household, 1820–1850

Historical Period: U.S./N.J. History—The Age of Civil War and Reconstruction (1820–1870)

Historical Themes: The History of Gender Differentiation

The History of Industrial Revolutions

Overview. Between 1820 and 1850, the American economy underwent a fundamental transformation as manufacturing replaced agriculture as the principal mode of production. The growth of manufacturing industries signaled an end to home-based, agrarian economies. No longer did the household serve as a self-contained economic unit where husband and wife toiled side by side in the fields. Manufacturing meant that men and women would spend the majority of the working day apart from each other, engaged in different tasks. This new sexual division of labor had an isolating and feminizing effect on the household. The home came to be regarded less as an economic unit and more of a "women's sphere," a private world of family life controlled by women. While many middle-class women embraced the new "cult of domesticity," some women's groups resisted full-time homemaking and formed multifamily dwellings. These larger groupings became popular in working-class communities, where women frequently entered the wage labor market to supplement their family's income.

A Basic Change in Society. The transformation of the household is an important topic that touches upon several contemporary debates, including those concerned with "family values" and gender equity. Present these issues in an even-handed manner. Encourage students to theorize about the causes for changes in the household and household labor. To what extent were economic forces (the shift from an agricultural to a manufacturing base) responsible for changes in women's household roles during the 19th century?

Interviews. What accounts for the entry of middle-class women into the workforce over the last two decades? To help answer this question, students interview their parents or guardians about their work choices and handling of household labor. In conjunction with the library media specialist, train students in methods of conducting a standardized interview (including the use of audio- or video-tapes) and reporting the results. As a class, develop a structured interview format.

After conducting the interviews, students view the completed interviews and draw some conclusions about what has happened in the historical period they are investigating. There is some sociology as well as some history in this activity as students learn about roles and gender in societies present and past.

Feminism and the Role of Women. Students investigate the role of feminism in changing the image and function of women in the American economy. Who are the major thinkers and what are their views? With assistance from the library media specialist, students research this topic using some of the many anthologies available.

Further Exploration. Computer technology has made it possible for individuals to "telecommute," or work at home and communicate with colleagues and clients electronically using fax machines, e-mail, and cell phones. Students research the pros and cons of telecommuting. For example, does telecommuting allow individuals greater flexibility and freedom, or does it represent the intrusion of Big Brother into the home?

Connections. This unit teaches students how economic forces can influence individual decisions about work and family life (Standard 6.5, Indicator 8). It also provides students with the opportunity to develop theories of multiple causation for the transformation of the household and household labor in American history (Standard 6.3, Indicator 9).

Resources. The following resources provide support for the suggested activities:

Archer, J. (1991). *Breaking barriers: The feminist movement from Susan B. Anthony to Margaret Sanger to Betty Friedan.* Viking.
Colman, P. (1994). *Women in society: The United States.* Atheneum.
Friedan, B. (1963). *The feminine mystique*. New York.
Hayden, D. (1981). *The grand domestic revolution: A history of feminist designs for American homes, neighborhoods and cities.* Cambridge, MA.
Karroutsos, C. (1991). *New Jersey women: a history of their status, roles, and images.* New Jersey Historical Commission.
Oneal, L. (1991). *A long way to go.* Puffin. (Fiction)
Platt, R. (1994). *The Smithsonian visual timeline of inventions.* Dorling Kindersley.
Rossi, Alice (Ed.). (1978). *The family.* New York.
Skurzynski, G. (1993). *Get the message.* Bradbury.
Wright, G. (1981). *Building the dream: A social history of housing in America.* New York.

Indicator 9: Explain and illustrate how attitudes influence economic decisions.

Indicator 10: Evaluate a decision about the balance between economic growth and environmental preservation.

Students must understand that economic growth often has an negative impact on the physical environment. Societies must carefully weigh the benefits of economic development against the environmental costs of such development. Decisions regarding the balancing of economic growth and environmental preservation ultimately reflect societal and personal/social values.

LEARNING ACTIVITIES: Grades 5–8

HOW DO PEOPLE INFLUENCE ECONOMIC DECISIONS? The Industrial Development of Newark, 1820–1890

Historical Periods: U.S./N.J. History—The Age of Civil War and Reconstruction (1820–1870)

U.S./N.J. History—Industrial America and the Era of World Wars (1870–1945)

Historical Themes: The History of Cities and City Life

The History of Industrial Revolutions

Overview. Like many American cities, Newark, New Jersey, underwent rapid economic growth and industrialization during the 19th century. The bridging of the Passaic and Hackensack rivers in 1795, coupled with the introduction of steam power in factories, made Newark an ideal location for the quick manufacture and easy transportation of goods such as shoes, saddles, hats, and carriages. Between 1830 and 1860, Newark's population grew sixfold, from 11,000 to over 70,000.

The speed of Newark's economic development and population growth had disastrous consequences for public health. By 1840, the city had already experienced several outbreaks of tuberculosis, pneumonia, and gastrointestinal disease. These illnesses had been caused by the contamination of the Passaic River. Because Newark lacked a comprehensive sewerage system, industrial pollutants and sewage sometimes found their way into the city's water supply. The poor, who could not afford private wells or pay municipal fees for sewerage services, suffered the most from these outbreaks.

Deterioration and Recovery–A Research Project. Some historians have attributed the deterioration of public health in Newark and in other cities to popular support for, and tolerance of, antisocial business practices-the right of companies and individuals to exploit natural resources for their own benefit, regardless of the health and safety consequences for others. With the help of the library

media specialist, students use the historical file of the *Newark Star-Ledger* to research this topic. Students also investigate the notion that, by the end of the 19th century, Newark's business community had become more civic-minded, joining forces with the medical community to improve public health and sanitation services. By 1890, the city had finally obtained a safe water supply and was beginning the slow process of environmental recovery. After summarizing their findings, students reflect on how their research experience deepened their understanding of economic issues and their effect on history.

Environmental Impact of Industrialization. Discuss the impact of industrialization on the environment by drawing on historical and contemporary examples. For example, if students live in a region serviced by a nuclear power plant, they can weigh the benefits of nuclear energy against the potential harm of its radioactive contaminants. Students can also determine what, if any, responsibility companies have to the environment and to the communities they serve.

Creation of a Citywide Sewerage System–A Simulation. The class simulates a Board of Health meeting held in Newark circa 1880. Students assume different roles—for example, factory owner, local politician, immigrant laborer—and provide testimony on water pollution. The goal of this simulation is the creation of a plan for a citywide sewerage system.

Further Exploration. Towards the end of the 19th century, businessmen began taking an active role in civic affairs, partly because it was good for business. Towns with well-paved roads, good sanitation systems, and newly constructed schools were attractive to real estate developers and new residents. Students create their own real estate prospectus for Newark in the year 1900. What features/services of the city would be attractive to real estate developers? What kinds of companies should be targeted? Why?

Connections. This unit teaches students how economic development and population growth can affect the physical environment (Standard 6.9, Indicator 5). Through conducting a simulated town meeting on water pollution, students learn to consider the multiple interests that inform public issues (Standard 6.1, Indicator 9) and to develop policies that protect the health and safety rights of all community members (Standard 6.3, Indicator 8).

Resources. The following resource provides support for the suggested activities:

Dolan, E. (1997). *Our poisoned watersource*. Cobblehill.
Galishoff, S. (1988). Newark: *The nation's unhealthiest city, 1832-1895.* Rutgers University Press.
Herda, J. (1991). *Environmental America: The Northeast.* Millbrook Press.
Hoff, M. (1991). *Our endangered planet: Rivers and lakes.* Lerner.
Myers, B. (1996). *My life as polluted pond scum.* World Books. (Fiction)
Turner, J. (1999). *Newark.* Arcadia Publishers.

Information on the history of Newark may be obtained through the following:

- The New Jersey Historical Society, Newark, NJ, (973) 596-8500
- The New Jersey State Historical Commission, Trenton, NJ, (609) 292-6062
- The New Jersey State Library, Trenton, NJ. *Jerseyana* is the collection of historical New Jersey materials.
- Rutgers, The State University, Special Collections, Alexander Library, a storehouse of materials on all aspects of New Jersey history, New Brunswick, NJ, 08903 (732) 932-7510

Indicator 11: Apply economic concepts and reasoning when evaluating historical and contemporary development and issues.

Students learn basic economic literacy as an important aspect of their general education and as an important component of citizenship education. They also learn to apply basic economic reasoning to the study and interpretation of history.

LEARNING ACTIVITIES: Grades 9–12

THE INFLUENCE OF ECONOMIC FACTORS IN HISTORY
The Causes of World War I

Historical Period: World History—The Age of Imperialism and World War (1850–1950)

Historical Theme: The History of Warfare

Overview. World War I (often called "The Great War") may be considered the world's first major industrial war-a competition between European powers over new markets. Capitalist industrialization sparked the imperial appetites of Germany, France, and England-expanding nations that sought new resources and new markets in North Africa and elsewhere. The economic competition between these nations was exacerbated by the new modes of communication, which enabled governments to rally peasants around a banner of nationalism. Students renew their understanding of the concepts of ***capitalism*** and ***markets***. Why did the European powers seek new markets? Does capitalism have as a basic component the constant need to expand? What about the view that economic issues underlie almost everything? What about the desire for freedom? Students speculate on human motivation while doing library research on Austrian economics, Marxism, and other schools.

Timeline of Events Leading Up to the War. Students study the effects on international competition for markets of the new, large-scale production of weaponry. Were factories producing weapons in such large quantities and at such a rapid rate of speed that cautious nations began seeking military alliances to insure a balance of power on the Continent? And, once Europe had divided itself into military alliances, did war become inevitable? How did an event like the assassination of Archduke Ferdinand in August 1914 finally unleash the pent-up economic hostilities between the industrial powers of Europe? By investigating these questions, students learn to apply economic reasoning to historical events. The class develops a detailed timeline of the period preceding the assassination, highlighting the dangerous international competition. What fact-based conclusions can they draw? What generalizations can they make about economics and history?

Trends Causing the War. The war began after a single incident, an assassination. But there were long-simmering resentments and enmities that erupted that day in Sarajevo. Students learn about the complexity of historical causation in the study of this period. List and explain the five trends that were the ultimate causes of the Great War: industrialization, imperialism, the arms race, nationalism, and the alliance system. From this explanation of each cause, students construct a flowchart, identifying the chronology that led up to Sarajevo and the aftermath. It is important that students read carefully to get the chronology right before attempting to untangle the multiple causation. They should speculate about the primary cause (if there is one), the secondary causes, subsequent causes, and the effects that are directly linked to causes identified.

Retrieval Chart. Students create a chart with the following format:

	Who?	When?	Where?	Why?
INDUSTRIALIZATION				
IMPERIALISM				
ARMS RACE				
NATIONALISM				
ALLIANCES				

Students speculate about history before actually learning the specifics of a given period or event. For example, they predict the consequences of the growth of industrialization during this war, answering questions such as the following:

- How will the nature of war change when armies possessing such high firepower meet in the field?
- How will the new technology of weaponry change the conduct (strategy) of the war?
- What new weapons might have been invented during the Great War to help either side?

Encourage students to refer back to the American Civil War for ideas. Students write down their answers and then discuss them with the class (or small group). Next, students write two 5-paragraph essays. Students write an essay to trace the causes of the war (both primary and secondary causes).

Further Exploration. Advanced students may read the Nye Commission report, a U.S. Senate-sponsored inquiry into the influence of industrialists on the United States' entry into the war.

Connections. Geographic considerations can be brought to the study of World War I. Students analyze physical social and cultural patterns (Standard 6.8, Indicator 17), for example, as factors in the international competition preceding the outbreak of the war. They compare the demographic characteristics of populations (Standard 6.8, Indicator 6) to speculate about the motivations of individual leaders in Germany, Austria, England, and the United States.

Resources. The following resources provide support for the suggested activities:

Evans, R.J.W., & Pogge, Hartmut (Eds.). (1988). *The coming of the First World War.* Oxford: Clarendon Press.

Fyfe, Albert J. (1988). Understanding the First World War: Illusions and realities. In *American University studies* (Series 9, Vol. 9). New York: Peter Lang.

Gilbert, Felix, & Large, David Clay. (1991). *The end of the European era, 1890 to the present.* New York & London: W.W. Norton.

Jelavich, Barbara. (1991). *Russia's Balkan entanglements, 1806-1914.* Cambridge: Cambridge University Press.

Thomas, Hugh. (1994). *World history.* London: Routledge.

Williamson, Samuel R. (1991). *Austria-Hungary and the origins of the First World War.*

Indicator 12: Evaluate principles and policies associated with international trade.

Alliances between nations have occurred for centuries. The growing interrelationships of countries and economies, which is called *globalization*, is a 20th-century phenomenon. In the United States, globalization has had important consequences for the future of American companies and workers. Students should analyze principles and policies related to international trade and the emerging global marketplace.

LEARNING ACTIVITIES: Grades 9–12

EVALUATING ECONOMIC PRINCIPLES AND POLICIES
NAFTA and the Consequences of Free Trade

Historical Periods: U.S./N.J. History—The Modern Age (1945 to present)

World History—The Modern World (1950 to present)

Historical Themes: The History of Banking and International Finance

The History of the Corporation

Overview. In 1994, Canada and Mexico joined the United States in signing the ***North American Free Trade Agreement (NAFTA)***. NAFTA removed barriers to the sale and export of goods between the three countries, and it allowed U.S. companies to establish more factories across the border and to hire foreign workers. Proponents of the trade agreement called it an important step toward making the United States and its allies competitive in the global marketplace. They predicted that, in the long run, NAFTA would increase the availability of products and lower prices for the consumer.

Opponents of NAFTA argued that it represented an abandonment of the American worker because U.S. companies would continue to move their operations across the border and to hire foreign laborers at low wages. Some environmental and labor groups also expressed concern that companies would take advantage of less-stringent labor regulations abroad and compromise worker health and safety in pursuit of greater profit margins.

Although it is too early to judge the impact of NAFTA, the merits of free trade are still hotly debated among politicians and the public. Students should examine both sides of this issue to arrive at their own opinions about this important topic.

Simulated Debate on NAFTA. The North American Free Trade Agreement (NAFTA) was a long and complex document of thousands of pages. Research the fundamentals of this agreement through the print media, and prepare a summary for students to review. Students should grasp some of the basic ideas in this type of agreement before attempting to evaluate its effect on the American economy.

Students re-create the Congressional debate on NAFTA by organizing a mock ratification hearing. The following roles may be assigned to students:

- Organized labor leader
- Environmental lobbyist
- CEO of a large, multinational corporation
- Commerce Secretary
- United States trade representative

After students research their respective roles, they provide testimony to a separate panel of students, serving as a mock Congressional committee. The panel can either approve or reject the treaty. Encourage students on the panel to modify elements of the treaty to satisfy all interest groups.

Living History Interviews. Students interview family members and community friends about the effects of businesses and other companies leaving the area. What jobs have been lost? What jobs have been gained? How are lost jobs replaced when new kinds of businesses develop? What is the balancing effect here?

Student Essays. As a final activity, the class compiles a jointly prepared collection of student essays evaluating the good and bad points surrounding free trade.

Further Exploration. A related issue to free trade is the retraining of the American workforce. Proponents of free trade have argued that workers must acquire technological skills in order to find high wage jobs in the new information-based economy. Students evaluate federal efforts to promote worker retraining. Can retraining take place on a large scale? What kinds of new jobs should people be trained for? Employment data suggest that low-paying, service-sector jobs are on the rise, while formerly high-paying factory jobs are disappearing. How does an overall decline in real wages affect the economy? Can worker retraining increase real wages?

Connections. By participating in a mock congressional hearing on NAFTA, students have the opportunity to analyze and formulate policies that impact workers (Standard 6.3, Indicator 14). Students also evaluate the impact of an international trade agreement on the economic well-being of our nation (Standard 6.4, Indicator 10).

Resources. The following resources provide support for the suggested activities:

Carnoy, Martin, et al. (1993). *The new global economy in the Information Age.* University Park: Pennsylvania State University Press.

Thurow, Lestor. (1996). *The future of capitalism.* New York: Penguin Books.

See also books by J.K. Galbraith, George Soros, Lewis Lophaur, Kevin Phillips and many others on free trade and other issues related to global markets.

Indicator 13: Evaluate the way in which economic systems meet wants and needs.

Understanding Adam Smith and ***laissez-faire*** (no restraints) capitalism allows students to better understand modern American capitalism. Students will also be able to understand Marxism as a 19th-century reaction to the unequal distribution of economic goods under early industrial capitalism. They will also be able to identify socialist aspects of the modern American economy and the tensions endemic to a mixed economy.

LEARNING ACTIVITIES: Grades 9–12

ECONOMIC THEORIES
Adam Smith and Karl Marx

Historical Period: World History—The Age of Revolutions (1700–1850)

Historical Theme: The History of Philosophy and Social and Political Thought

Overview. Economic theorists examine the motivation for human activity and the moving forces of society. Some are determinists who believe that economic forces drive humans in everything they do. Others, like von Mises and Milton Friedman, believe that a person's basic motivations are the love of freedom and the desire for self-advancement, and that all economic considerations should be subordinated to these major concerns. Adam Smith and Karl Marx represent the two opposite viewpoints we have summarized. In *An Inquiry to the Nature and Causes of the Wealth of Nations,* Adam Smith argued that private ownership and market competition are essential for a nation's prosperity. According to Smith, a person seeking his/her own self-interest provides benefits for all of society because he/she produces an abundance at a low cost. Smith recommended only a minimum of government supervision. If competition is present, economic activity will be self-regulating even as it is guided by an "invisible hand." Government will be necessary only to protect society from foreign and domestic attacks, uphold private property rights, and guarantee contracts.

Karl Marx developed his theory of ***dialectical materialism***, or ***economic determinism***, and its concomitant doctrine, ***communism***, in response to Smith's ideas about laissez-faire capitalism. Marx disagreed with Smith's contention that capitalist activity is self-regulating. Rather, he viewed capitalism as an inherently unfair system that promotes the unequal distribution of wealth. Marx argued that the forces of capitalism would, over time, exaggerate the gap between rich and poor and ultimately force a "proletarian revolution" against the capitalist ruling class. Such a revolution would lead society along a path toward communism, a utopian state of economic equality between all citizens.

Needs vs. Wants. Provide students with a list of economic goods. Ask them to discriminate between "needs" and "wants." (See *Teaching Note.*)

Researching Economic Systems–A Simulation. Inform students that the imaginary country of Farland has recently won its independence from the Nevernever Empire, circa 1860. The Farlanders have agreed to allow the most prominent factions of the revolutionary coalition to meet and discuss what economic policy the new nation will follow. The coalition was made up of four distinct groups, each advocating their own agenda:

- Free-market capitalists
- Market-share (19th-century monopolist type) capitalists
- Social Democrats
- Communists

The coalition representatives must decide what economic system is best for Farland. They will all meet to discuss their programs and then submit their proposals to the people of Farland.

Students divide into four work groups, each representing one of the above factions. Each group elects a chair; each of the remaining members chooses one of the following roles: a research chair, an opposition chair, an orator, a propagandist, and an editor/proofreader.

Provide a format for a briefing paper to be prepared by each of the four groups. Each group's members then research the particulars of its economic ideology and report their findings to the research chair, who then compiles and synthesizes all information and plans and presents them to the group. Each group prepares a briefing paper explaining its economic system and why it will work best for Farland. Students also research their opponents' positions and explain why the other ideologies would not be practical for their new country. This information is synthesized by the opposition chair.

Make the connection to Smith and Marx and these activities. The groups are advocating the ideas of one or the other of these theorists. In fact, the groups should be labeled "Marxists" and "Capitalists." There should be numerous references to their writings and frequent quotations. The briefing paper must have a bibliography of eight sources and at least 10 endnotes.

The orator prepares a 5-minute oration that explains the group's proposals to the conference. The propagandist writes a two-page propaganda sheet to present to the Farlandian press. The propagandist puts a positive spin on the group's proposal, while at the same time presenting its opposition in a negative light. From its opposition research, the group's members will have questions to ask the opposition groups after those orators have made their presentations.

Each group distributes copies of its three-page briefing paper to the other groups. Each group will present a 5-minute oration explaining its position. Each group then presents a 3-minute objection to the positions of the other groups' proposals. Each group distributes copies of its two-page press release (propaganda sheet) that explains why its program would be best for Farland.

Industrial Development and the Forces Driving People to the City. The decline of small farming and the subsequent development of industry with accompanying technological changes were major trends in economic history. Students examine labor markets and study the supply-and-demand situation in this historical period to explain shifts from the farm to the city and the development of industry. The major shift studied here resulted from many factors. During this period, the need for a greater economic role for government emerged.

Students develop a model showing the positive infrastructure elements brought by cities, including the development of a national road and rail network. The rise of monopolies based on capital accumulation and the issue of overregulation and government failures can also be developed and discussed in this time period.

Further Exploration. Students can now begin to investigate recent history regarding the fate of communism in Russia, Cuba, and North Korea. These are economies that are clearly not working. Varieties of capitalism are failing in Southeast Asia. Students in 11th and 12th grades are now at the point at which they can begin to analyze the causes and effects of these events.

Connections. This set of activities requires students to evaluate how different economic systems meet the needs and wants of a hypothetical society (Standard 6.6, Indicator 13). Students also draw from classical economic theories to develop creative economic proposals (Workplace Readiness Standard 3, Indicator 15). This topic can use the Workplace Readiness Standards' critical-thinking, decision-making, and problem-solving skills by having students analyze the economic forces that produced the move from a rural, agricultural society to an industrial nation. The concepts of ***externality*** and ***opportunity costs*** as well as where government should and should not become involved are concepts applicable to an understanding of the history of the period.

Resources. The following resources provide support for the suggested activities:

Marx, Karl. (1988). *Economic and philosophic manuscripts of 1844.* New York: Prometheus Books. (See also his major work, *Kapital*, in numerous editions.)

Modern history sourcebook: German social democracy. (1891).

National Council on Economic Education. *A framework for teaching economic concepts: Scope and sequence guidelines* K-12.

Opitz, Edmund A. (1986, February). War on Poverty revisited. The Freeman.

Ozawa, Ichird. (1994). *Blueprint for a new Japan: The rethinking of a nation.* New York: Kodansha International.

Prezeworski, Adam. (1980). Social democracy as a historical phenomenon. *New Left Review.*

Rockefeller, John D. (1986). Free enterprise should not be regulated." In Bruno Leone (Ed.), *Capitalism: Opposing views.* St. Paul: Greenhaven Press.

Schreiber, Harry N., Vatter, Harold G., & Faulkner, Harold Underwood. (1976). *American economic history.* New York: Harper & Row.

von Mises, Ludwig. (1949). *Human action.* Chicago: Contemporary Books.

Virtual Economics is a CD-ROM published by Economics America, a subsidiary of the National Council on Economic Education [See Indicator 1's *Resources* section.]

Internet History Web site: http://www. fordham.edu/halsall/mod/189lerfurt.html

Teaching Note. The key ideas here are "economic systems" and "wants" and "needs." Economic systems are either market-driven or command economies or a mixture. Market-driven economies meet wants and needs based on demand. Command economies are based on central planning. "Needs" are basics like food and shelter. "Wants" are consumer goods that are not essential to daily life such as electronic (e.g., TV, VCR) and mechanical things (e.g., cars, snow blowers).

Indicator 14: Analyze the successes and failures of various economic systems in meeting the needs and wants of their people.

Students must learn the basic classifications and types of economic systems, basically command and market economies. How do they differ? What are the pluses and minuses of a centrally planned economy as compared with a more open market economy. Why do different economic systems succeed and fail? Which system is better at ensuring the general welfare of the people? How do governments act to protect the economic well-being of their nations?

LEARNING ACTIVITIES: Grades 9–12

HOW ECONOMIC SYSTEMS WORK
Black Tuesday and the End of Laissez-Faire Capitalism

Historical Period: U.S./N.J. History—Industrial America and the Era of World War (1870–1945)

Historical Theme: The History of Economic Regulation

Overview. An adventurous stage of American capitalism came to an end on October 24, 1929, when the stock market crashed. Irresponsible investment strategies, such as the practice of buying securities "on margin," caused artificial growth and then rapid shrinkage of the U.S. economy. On "Black Tuesday," stock prices dropped an average of 40 points, as numerous companies and individual investors went bankrupt.

As the crisis worsened and unemployment rates rose, President Herbert Hoover maintained his faith in laissez-faire capitalism. He feared that government intervention would undermine the principles of liberty and individual initiative upon which the country was founded. With the election of Franklin Roosevelt, the federal government directly intervened in the economy with a series of employment and public assistance programs intended to stimulate economic growth. Today, many of Roosevelt's "New Deal" programs endure, and government involvement in the economy is now generally accepted.

Timeline. Students develop a timeline of events before and after the crash of 1929. What steps did President Hoover take to bring about economic recovery? What was the economy like in the years before the crash? How did this affect the election campaign in 1931? Students research newspaper accounts of that period, especially microfilmed files of the *New York Times* (available in any county library).

Researching the New Deal. In order to understand the causes of the Great Depression and how Roosevelt's "New Deal" programs attempted to revive the U.S. economy, students study the programs of the New Deal and examine the role of government. How did that role expand in the 1930s? How did Roosevelt and Hoover differ in their philosophical and political approaches to the need to fix the economy? to end the Depression? What was "new" about the New Deal? To what extent did New Deal fulfill the political agendas of the earlier groups, such as the Populists and the Progressives?

Students also evaluate the legacy of the New Deal. How did the New Deal affect the public's perceptions about responsibilities of government? How have these perceptions changed in recent times? What did President Clinton mean when he said in the 1997 State of the Union Message that "the era of big government is over"? How big should government be? When is it too big?

Further Exploration. We live in an era of shrinking government. Considering contemporary public attitudes about the role of government, students should determine which, if any, New Deal programs or reforms are still "essential" for the well-being of the economy. Students prepare a survey questionnaire on the role of the federal government in our lives. They administer this survey to selected students and adults in the school, the family, and the community.

Connections. In this unit, students consider the multiple causes of the Great Depression (Standard 6.3, Indicator 9) and evaluate the "success" of New Deal programs in easing the suffering of the poor (Standard 6.3, Indicator 14). Students also have the opportunity to weigh different interpretations of the Roosevelt era (Standard 6.3, Indicators 10 and 11) and to reach their own conclusion about the legacy of the New Deal (Standard 6.3, Indicator 13).

Resources. The following resources provide support for the suggested activities:

Schreiber, Harry N., Vatter, Harold G., & Faulkner, Harold Underwood. (1976). *American economic history.* New York: Harper & Row.

Trager, James. (1992). *The people's chronology.* New York: Henry Holt.

Indicator 15: Evaluate an economic decision.

Any decision regarding money, goods, services, or resources is an economic decision. We make economic decisions every day of our lives. Families make such decisions. Cities, states, and nations also must make such decisions. Students learn to analyze such decisions and to make judgments about whether decisions are right or wrong, advisable or ill-considered.

LEARNING ACTIVITIES: Grades 9–12

HOW TO EVALUATE AN ECONOMIC DECISION

Historical Period: U.S./N.J. History—The Modern Age (1945 to present)

Theme: Environmental Economics

Overview. What are things really worth to us? Individually, or as a nation? Economic policies of nations include government decisions that are intended to control or direct the economy (as when the Federal Reserve Board adjusts the prime rate) and decisions by private companies that affect the economy (as when the local factory closes its plant and moves to Mexico to reduce costs). Students can examine decisions by government regarding the supply of money, or the taxation and redistribution of income among rich and poor. They can examine economic decisions of businesses to invest in new plants or to reduce costs by laying off employees. Students need to collect data, do research, and practice evaluating these decisions in terms of the positive economic aspects (e.g., Was it good for the economy or the company?) and the normative economic aspects (e.g., Did it hurt the economy of the city or the lives of working-class folks?).

Kinds of Economic Decisions. Economic decisions regarding the environment frequently require governments and individuals to make judgments about the relative value and worth of living and/or nonliving things. These decisions can involve a judgment about the relationship of monetary value to worth in terms of possible or theoretical effects on the environment. Students work in the library to find information using local newspaper files concerning a plant closing in or near the community. What happened? How many people were affected? If possible, students interview individuals who were laid off from the plant. Working in small groups, students report on different issues related to such an economic event. Alternatively, they investigate a typical business failure, such as the closing of a local variety store when a superstore such as WalMart or K-Mart opens in the area. Students assess the net effect on the community. They make judgments about the effects and discuss as a group their findings and judgments about these phenomena.

A Value Choice. Students write about what makes a spotted owl or a CD or a car valuable. Is it something intrinsic to the owl or CD? They learn that much of a product's economic value is based upon the conditions of supply and demand for that product, especially on the personal value or utility of that item to people. However, in the case of the owl (which has no direct price), it still may

have value. This is important because students begin to speculate on issues of value in general. As Richard Peters (1970) wrote, "A liberal education, to start with, is one that stresses pursuit of what is worthwhile for what is intrinsic to it."

Judging Economic and Noneconomic Value. These activities focus on judging economic and noneconomic value as such judgments apply to today's environmental debates. First, ask students to define ***value*** (including economic and other kinds of value). Students list all the things that are valuable to them. Ask them to prioritize the valued items. They will recognize that some things are valuable in price, while others are valuable in personal significance.

Next, students investigate the relationship between supply and demand by constructing supply-and-demand curves for the products of value they have listed. How does supply-and-demand analysis apply to the spotted owl?

Challenge students to develop a model for deciding on the use of a forest for wood products or as a home for the spotted owl? Are trade-offs possible?

Further Exploration. With the help of the library media specialist, students do library research to find instances of government policy that may have privileged intrinsic value over economic value especially regarding the environment. A good example would be the proposed development of the New Jersey Pinelands (Pine Barrens). Why has the state government set limits on its development? Students research this question and develop their own positions.

Connections. This topic can be applied to the Cross-Content Workplace Readiness Standards regarding critical-thinking, decision-making, and problem-solving skills by having students decide the relative values of different economic and noneconomic products. The student is asked to choose between a new CD or car and explain how value is connected to money to make the choice. They then choose between timber products and preserving the spotted owl. Supply-and-demand analysis is used to develop an understanding of the issue. This example can also connect to math (e.g., by using graphs) and science (e.g., role of the forest in the carbon cycle).

Resources. The following resources provide support for the suggested activities:

Peters, Richard S. (1970). Concrete principles and the rational passions. In Theodore R. Sizer & Nancy F. Sizer (Eds.), *Five lectures on moral education.* Cambridge, MA: Harvard University Press.

Financial Fitness is a program that educates students to make sound economic decisions. The topics covered include banking basics, cash control, making money, consumer clout, and financing your future. A related program, ***LifeSmarts***, is a classroom activity that focuses on consumer competence. Contact the Future Homemakers Organization at (732) 494-4312.

The following are relevant publications of the National Council on Economic Education:

Grade 8: Economics and the Environment: Eco Detective.
Grade 12: Economics and the Environment.
Virtual Economics Version 2.0 (CD-ROM) [See Indicator 1's *Resources* section.]

Indicator 16: Analyze and evaluate economic growth in the context of environmental conditions and sustainable development.

Students learn to see the community as a systemic whole in which environmental and economic conditions are interrelated. They learn that issues such as the forms of and consumption of energy, utilities, transportation, air quality, housing, education, business and employment are interrelated and can impact the general well-being of the community. They learn that through concerted voluntary community actions sustainable growth is possible in a democratic society.

LEARNING ACTIVITIES: Grades 9–12

ECONOMIC GROWTH AND THE ENVIRONMENT
The Case of New Jersey

Overview. Growth in any endeavor that benefits individuals or the community is usually good. Adam Smith believed that individual self-interest leading to productive activity can benefit everyone in providing increasing amounts of goods and services. Voluntary efforts to improve the community based on altruism alone are also needed. Growth that is sustainable not only benefits some economically but also helps to achieve social objectives which benefit the community also, as in the following examples:

- Reducing energy consumption results in economic benefits such as redirected funding resulting in job creation.
- Reduction in personal water consumption results in benefits to certain industries.
- Increased voter participation in elections results in better governmental policies and decisions regarding health, welfare, energy, which in turn result in a healthier local economy.

This issues addressed by sustainable thinking include environmental concerns such as energy use, climate change, carbon-dioxide emissions, nuclear power, utility restructuring, fossil fuels, clean air and water, energy and automobile fuel efficiency, renewable energy and the way these are connected to major economic and social issues.

Energy use. Students do an audit of energy use in their own homes as a homework assignment. Using a form prepared by the teacher, which provides a listing of average energy use for typical home appliances, or secured from a local utility, they determine the amount of energy so used by appliances on a daily basis. They learn that certain appliances (e.g. space heaters, toasters) use a lot of energy in relation to their value to the user.

Community sustainability. Students research issues of local concern which affect the community and which involve a connection between environmental and social issues. The task is to search newspapers and magazines in the library to find stories about energy use, problems with air pollu-

tion, water purity and/or consumption, and many others. Each student is tasked to find a sustainability issued in this way.

Students identify instances of growth which is not sustainable because of failure to consider consequences of actions taken. They review movies such as *A Civil Action* and *Erin Brockovitch* for relevant instances.

Further Exploration. Working with the library/media specialist, the class searches the Worldwide Web for sustainability websites. They find sites for cities (Sustainable Seattle0 and for many industries (e.g. forestry, fishing) wherein sustainability is a major issue because of the way surrounding areas and people are impacted. Each student should select a site for further study. Students then write a two or three page summary of what they have found on their selected site for presentation to the class. These summaries should then be bound in a volume entitled "Sustainable Growth and Development" for addition to the school library collection of books and papers on environmental issues.

Connections. The teacher should prepare and distribute to the class an offprint of Science Standard 12 on understanding the environment as a system of interdependent components affected by human and natural activity. There are many good classroom activities in the New Jersey Science Framework under this standard. See pages 297-299 for the following:

- Students brainstorm a list of natural phenomena to research and list risks and benefits of each.
- Students assess risks, costs, benefits and environmental impacts of many favorite activities
- Students research the state activity in such environmental issues as watershed management, the Ozone Transport Commission, the Pinelands, and management of the Delaware Bay, Barnegat Bay, and the Great Egg Harbor Estuary Program and present findings to the class.

Resources. The following resources provide support for the suggested activities:

Blackburn, Charles (editor). (993). *New Perspectives on Environmental Education and Research.* Scientific Research Society of america, Inc.

Shaw, Jane. (1999). *Blueprint for Environmental Education.* Pol Econo.

Doyle, Kevina nd Tanya Stubbs. (1998). *The Complete Guide to Environmental Careers in the 21st Century.* Island Press. Bowers, C.A.A. (1995)

Author. (1996) *Education for an Ecologically Sustainable Culture. Rethinking Moral Education, Creativity, Intelligence and Other Modern Orthodoxies.* State University of New York Press.

Wilke, Richard J. (editor). ((1995). *Environmental Education Teacher Resource Handbook: A Practical Gide for K-12 Environmental Education.* Corwin Press Incorporated.

Websites: **www.sustainable.doe.gov/** U.S. Department of Energy's Center for Sustainable Development. a good place to start the search.

http://stripe.colorado.edu/≈siff/main.htm "devoted to the promotion of sustainable thinking, design and development."

www.aceee.org/ The American Council for an Energy-Efficient Economy, a major information resource on environmental issues.